

LIFE

SPECIAL
ISSUE

U.S. SCHOOLS
THEY FACE A CRISIS



WINNETKA HIGH SCHOOL GIRL

OCTOBER 16, 1950 **20** CENTS



*Look for this label... it identifies
the finest wools in the world*

FORSTMANN WOOLEN COMPANY
PASSAIC, N.J.

©

Best tire value starts **INSIDE**...with **B.F. Goodrich**

"RYTHM RIDE" ... GIVES YOU MORE SAFETY, COMFORT, MILES

WES FESLER

*Coach of Ohio State's champion football team,
and three-time All-American end, says:*

"LOOK INSIDE FOR INSIDE PROOF"

"The Buckeyes would never have won the 1950 Rose Bowl game if it hadn't been for close teamwork," says Wes Fesler. "And I've just seen what teamwork can do for a tire too—right inside a BFG Silvertown."

See this inside proof yourself—on the inside of any B. F. Goodrich tire. You can see and feel that the cords are precision spaced in live rubber with no cross-threads—free to flex in rhythm as a team (see below).

That's the inside secret of "Rythm Ride"—today's big tire value that costs you no more. And your BFG retailer can give you convenient terms and a generous trade-in. The B. F. Goodrich Company, Akron, O.



IF YOU CAN TELL WHICH FOOTBALL TEAM IS BEST, YOU CAN TELL WHICH TIRE IS BEST:



1 In every tire, thousands of cords flex as you ride. In most tires, non-working cross-threads hamper these cords—make them work out of rhythm like players above.



2 BFG Cords have no cross threads to hinder their action. Cords work in rhythm like the smooth-clicking team above—carry impact from one to another, smother road shock, reduce wear, cushion bumps.



3 Inside surface of most tires looks like this (actual photo). Cross-threads cause uneven cords. BFG cords have no cross-threads, are sealed in rubber with uniform spacing and tension.

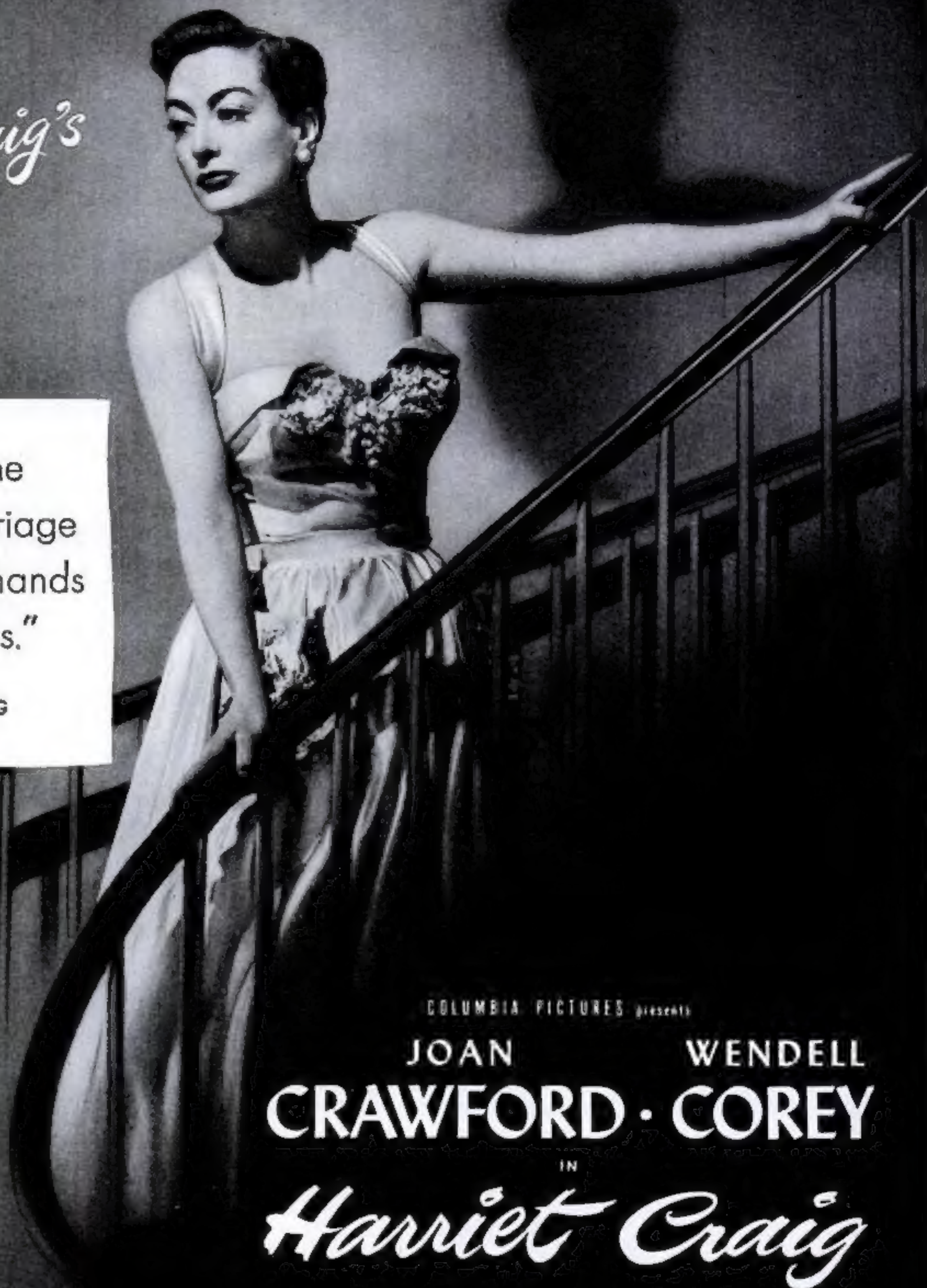


4 Look inside—then decide. Photo of BFG tire's inside surface shows "rythmic-flexing cords"—exclusive with B. F. Goodrich in every tire for every need. See your BFG dealer. Buy now.

*What was
Harriet Craig's
Lie?*

"It's better that the
destiny of a marriage
be in a woman's hands
than in any man's."

HARRIET CRAIG



COLUMBIA PICTURES presents

JOAN WENDELL
CRAWFORD • COREY

IN

Harriet Craig

LUCILE WATSON • ALLYN JOSLYN • WILLIAM BISHOP • K.T. STEVENS

Screen Play by Anne Froelick and James Gunn

Based on the Pulitzer Prize winning play, "Craig's Wife," by George Kelly

Produced by WILLIAM DOZIER • Directed by VINCENT SHERMAN

ONE OF THE FIVE
BEST PICTURES
OF THE YEAR!

A renowned Pulitzer Prize play brings JOAN CRAWFORD her greatest emotional role.

NEVER BEFORE A HEARING AID LIKE THIS! World's Tiniest Receiver—Called "Modern Miracle"!



NOTE THE
DIFFERENCE
IN SIZE!



Super 67 is a Product of Audivox, Inc.

Successor to Western Electric
Hearing Aid Division

The Super 67 and its new midget receiver are both based on Bell Telephone Laboratories designs.

This fine instrument is a product of Audivox, Inc., successor to Western Electric Hearing Aid Division. Audivox engineers and technicians have had many years of experience in the hearing aid field. In fact, key person-

nel of Audivox formerly were members of the Western Electric organization.

Powerful and Economical

Audivox Super 67 is equipped to provide power to spare for most users. It offers tremendous amplification when necessary—you'll be amazed that such a tiny, all-in-one instrument can furnish such volume. It's economical, too—costs less than a cent an hour to operate! Batteries are easily removed—handy new ejector eliminates fumbling and broken finger nails.

New! Remarkably Inconspicuous

With the Super 67 comes the smallest, lightest hearing aid receiver ever made.

It is based on Bell Telephone Laboratories designs and employs a principle entirely new in hearing aids—"double-magnetic" action. Developed after years of research and testing, it is the most inconspicuous—yet powerful—hearing aid receiver that scientific skill could devise. It's scarcely larger in diameter than an ordinary shirt button.

There has never been a hearing aid receiver like it.

MAIL THIS COUPON

Audivox, Inc., Dept. L-40, 259 West 14th Street, New York 11, N. Y.
Please send me your free booklets about the latest advances in hearing.

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Address _____

City _____ Zone _____ State _____

New Aid Offers More Overtones, New Hearing Pleasure!

A revolutionary new hearing development—revolutionary in design, revolutionary in performance—now offers advantages never before available to the hard of hearing. Audivox Super 67 has the world's tiniest receiver. Beyond that, it covers a frequency range that is far, far wider—and it reproduces more overtones—than does any other hearing aid. Yet Super 67 is so small and light that size is no longer a problem.

Thanks to this great scientific advance, there's no need to wear a receiver button that is bulky and conspicuous.

More Overtones

Never before has any hearing aid offered the overtones brought to you by the Super 67 and its tiny receiver. It is overtones that give voices a distinctive character, that make listening to music a pleasure.

New Wider Frequency Range

The frequency range offered by Super 67 with its remarkably tiny receiver is greater than that of ANY OTHER HEARING AID TESTED. It reproduces the higher frequency tones that add so much richness and fullness to hearing. The wide range of frequencies offered by the Super 67 must be heard to be believed!

Send for Free Booklets

We would like to tell you more of the wonderful facts about the revolutionary new Audivox Super 67. Mail the coupon at once for the free illustrated folder which describes these amazing developments in more detail. You will also receive, absolutely free, the informative booklet, "New Help for the Deafened." SEND COUPON TODAY!

SEE THE
NEW

audivox
TRADE MARK

A Product of Audivox, Inc., Successor to
Western Electric HEARING AID DIVISION

You'll find your local dealer under "Hearing Aids" in the Classified Telephone Directory. Look for Audivox or Western Electric Hearing Aids.

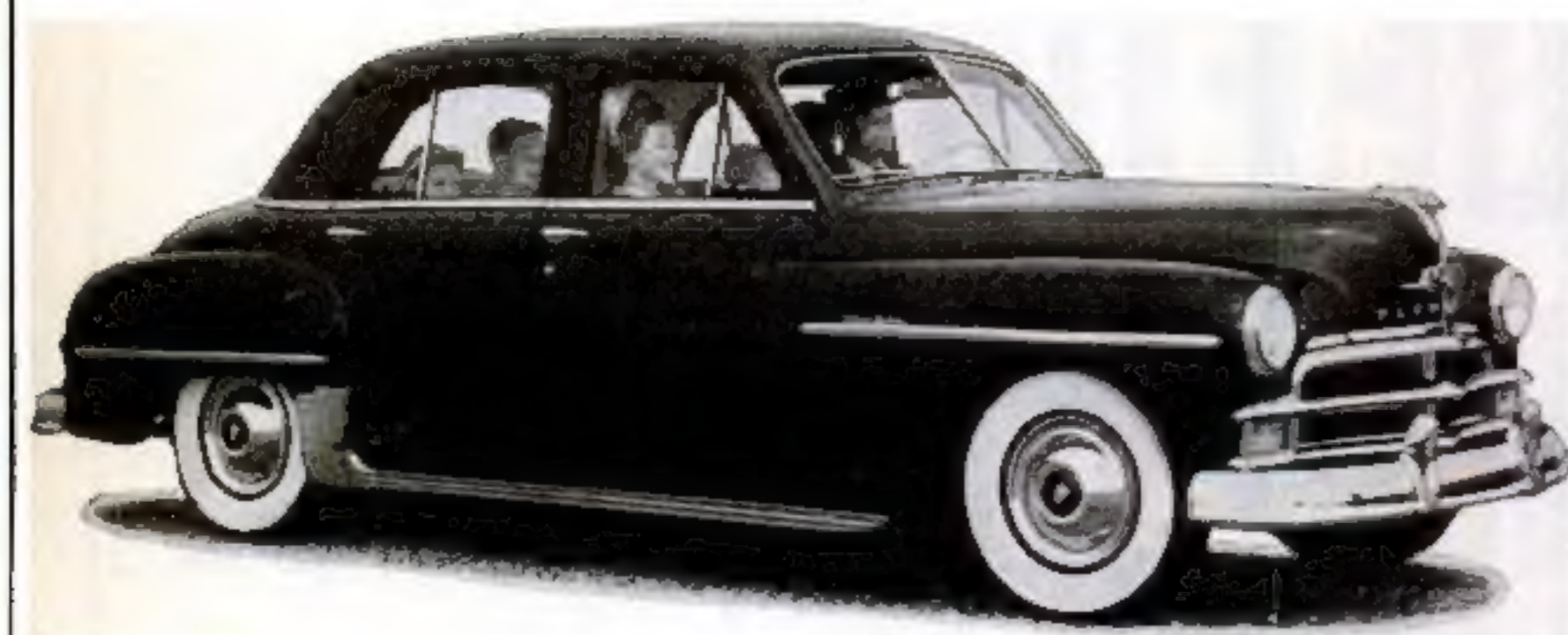


This One



BJUA-AF3-A3PT

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How to select a good family car

New cars, like growing families, come in many different types and sizes. So when you buy a new car—regardless of make—one of the things you'll want to do is count noses and see which model best suits the needs and nature of *your* family.

But there's a lot more to choosing a good family car than deciding between, let's say, a three-passenger coupe and a four-door sedan. For, while all new cars are good today, they still vary widely in *value*—in features that can bring more benefits to you and your family for many thousands of miles to come.

It pays to check each make of new car in your price range as closely as you can. Talk to new-car dealers and owners. Ask questions. Take notes. List features. Above all, compare the *benefits* you get for the amount of money you are asked to put out.

On this basis, we think you'll find a great number of reasons why you should select Plymouth as your family car. But that, of course, is for you to decide. Perhaps the facts and suggestions on these pages will help.



ROOM FOR COMFORT is especially important in a family car. Besides plenty of legroom and headroom, seats should be wide and deep to provide restful support and freedom from fatigue. In the lowest-priced field, *only*



SEE HOW WIDE the doors open. Watch for any awkwardness while you're getting in and out. If you compare dimensions, you'll find that a Plymouth rear door opens 10 inches wider than the rear door of one of the other leading low-priced cars, 12 inches wider than the other. Door openings are higher, too, for easy entrance even with a feather in your wife's hat.



MEMBERS OF YOUR FAMILY are, to you, the world's most important passengers. For positive protection in case of a blowout, Plymouth offers Safety-Rim Wheels. Patented retaining ridges hold the deflated tire firmly to the rim so you can come to a safe, controlled stop. For your family's safety, and your own peace of mind, don't you want this protection? Plymouth is the only car in the lowest-priced field that has it.



BE SURE ABOUT THE BRAKES on your family car. While all new cars stop quickly, you'll discover differences in smoothness and sureness. With Plymouth Safe-Guard Hydraulic Brakes, you get predictable, straight-line stops with easy foot pressure. Plymouth has 6 hydraulic cylinders actuating the brakes (the other two leading low-priced cars have only 4).



Plymouth has chair-height, natural-posture seats. You sit erect and relaxed — *not* tilted back on your spine with knees high. Extra seat springs can be added for heavier-than-average people, if desired. In order to suit

the shorter members of your family, Plymouth's front seat *rises* as it is adjusted forward to give greater comfort and better vision. And all Plymouth passengers enjoy a smooth ride well forward of the rear axle.



YOU WANT TROUBLE-FREE performance from the engine in your family car. And, from the standpoint of the family budget, you certainly want it to operate as efficiently and economically as possible. Because it has a compression ratio of 7.0 to 1—highest of "all three" leading low-priced cars—the Plymouth engine squeezes extra power out of every drop of gasoline.



YOU DON'T WANT TO WORRY about the children accidentally opening rear doors. Plymouth provides door lock buttons that lock the *inside* door handles as well as those on the outside. Even if the door is *unlocked*, the inside handle must be pulled *upward* to open the door. These are but two of many thoughtful details you should expect, and demand, in a good family car.



SEE HOW MUCH SPACE there is in the luggage compartment. You'll need a lot when you take your family on a long trip. See how easy this space is to get at. Unlike the "other two," Plymouth has a sill-level compartment. You don't have to lift luggage over a ledge. The counterbalanced lid lifts at the touch of a finger, stays up without support, can't fall on your head.

A new Plymouth is built to give you and your family many thousands of miles of enjoyable driving. Plymouth dealers across the country have highly skilled service men who are ready to help you get *all* the long life from your car. Most of these specialists are enrolled in the Master Technicians Service Conference, an intensified training course unique in the automotive industry. In fact, whether you are looking for a new car — a used car — or for expert service — your nearby Plymouth dealer is a good man to know.

PLYMOUTH Division of CHRYSLER CORPORATION, [Detroit 31, Michigan]

Plymouth



IN FACE OF THE FACT THAT MILLIONS OF
WATCH MAINSPRINGS BREAK EVERY YEAR—



When your watch stops and you take it in to be fixed, your jeweler's repair man looks first for a broken mainspring because millions of them break every year.

ELGIN guarantees will never, never break!

NO WATCH can run a single second without power from its mainspring. The mainspring is the "engine", the "power plant" of a watch.

So, ever since the first watch was made some 400 years ago, craftsmen have been working on this vital part of the movement to perfect it.

They have tried mainsprings of bronze, and iron, and steel. The best ever produced until three and a half years ago have been made of high-carbon steel, expertly heat-treated and tempered, and all makers of jeweled watches, here and abroad, have used them.

Yet millions of mainsprings break every year! Not just mainsprings in old watches, but in brand new ones only hours out of jewelers' display cases!

"ELGILOY" METAL OVERCOMES CAUSE—RUST

Three and a half years ago, after 12 years of intensive research in which we had the able assistance of Battelle Memorial Institute in Columbus, Ohio, we developed a wholly new alloy of eight metals and a way of fabri-

cating it into watch mainsprings. We called the metal "Elgiloy". Performance suggested the name "DuraPower" for the springs we made from it.

DuraPower Mainsprings proved to be stronger, harder and tougher. They were non-magnetic. They retained their resiliency, their springiness, better than any mainsprings we had ever seen.

And they had one amazing property no steel mainspring had ever shown—they positively would not rust.

Pin points of rust—so small that they can not be detected by a jeweler's eye glass—cause mainsprings to weaken and break. Rust, formed by the condensation of moisture in the air inside the most carefully fitted case, is the greatest cause of mainspring breakage.

With the DuraPower Mainspring we have solved the problem of rust, practically eliminated the chance of breakage in service. We say "practically eliminated the chance of breakage in service". Actually, we do know of 567 DuraPower Mainsprings that have broken since we

started to use them in watches. 567! Out of the more than 4,500,000 DuraPower Mainsprings we have made!

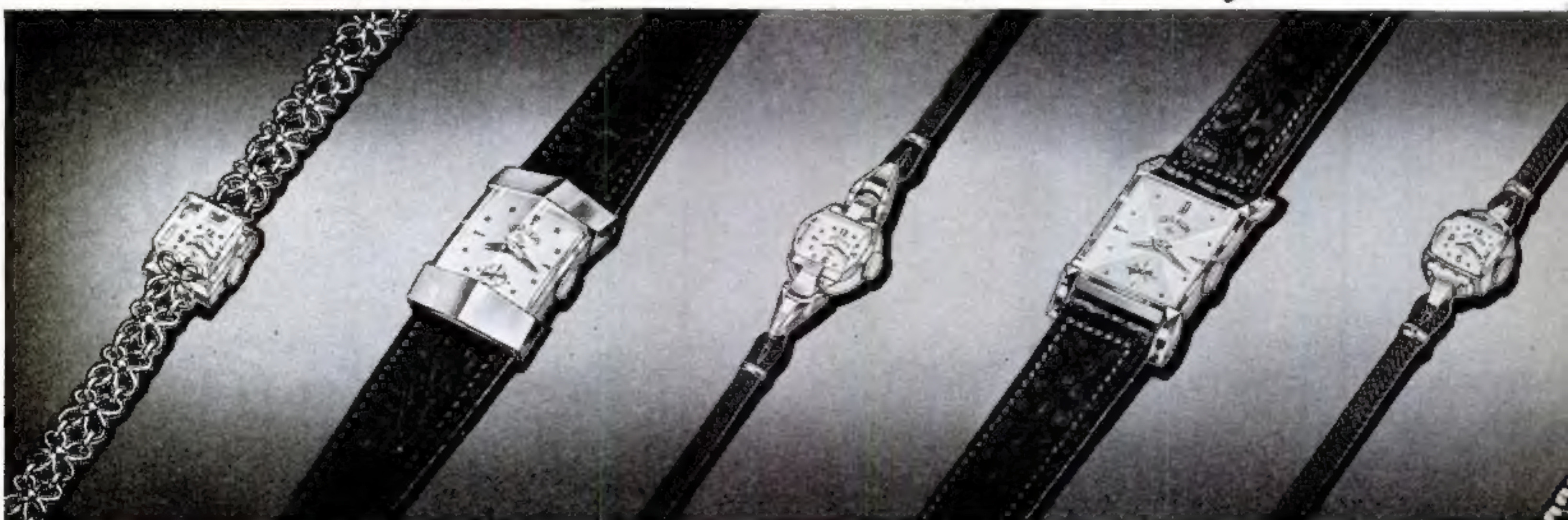
Recent improvements have further perfected this remarkable mainspring. So we make this unprecedented guarantee: If any DuraPower Mainspring should ever break in service it will be replaced without charge to the owner of the watch, by any Elgin jeweler or by Elgin National Watch Company.

The guarantee covers every DuraPower Mainspring—whether the Elgin Watch is in the possession of the original purchaser or one who has it as a gift or legacy.

MORE THAN EVER THE PERFECT GIFT

Are you thinking of giving some loved one a watch now or for Christmas? Look at the Elgins your jeweler has. Elgins styled by Henslee . . . with the flair of the future! Elgins famed for accuracy and honest quality since 1865! The only watches with the DuraPower Mainspring that's guaranteed never to break! ELGIN NATIONAL WATCH COMPANY, Elgin, Ill.; Lincoln, Neb.

New **ELGINS** styled by Henslee, with the flair of the future



19-jewel Lady Elgin. 14K gold case and bracelet. \$225⁰⁰

21-jewel Lord Elgin. 14K natural gold lapped case. 2-facet crystal. \$200⁰⁰

Lady Elgin. 19 jewels. 14K natural gold case. High curved crystal. \$130⁰⁰

Lord Elgin. 21 jewels. 14K natural gold case. Alligator strap. \$130⁰⁰

Lady Elgin. 19 jewels. 14K gold case. High curved crystal. \$87⁰⁰

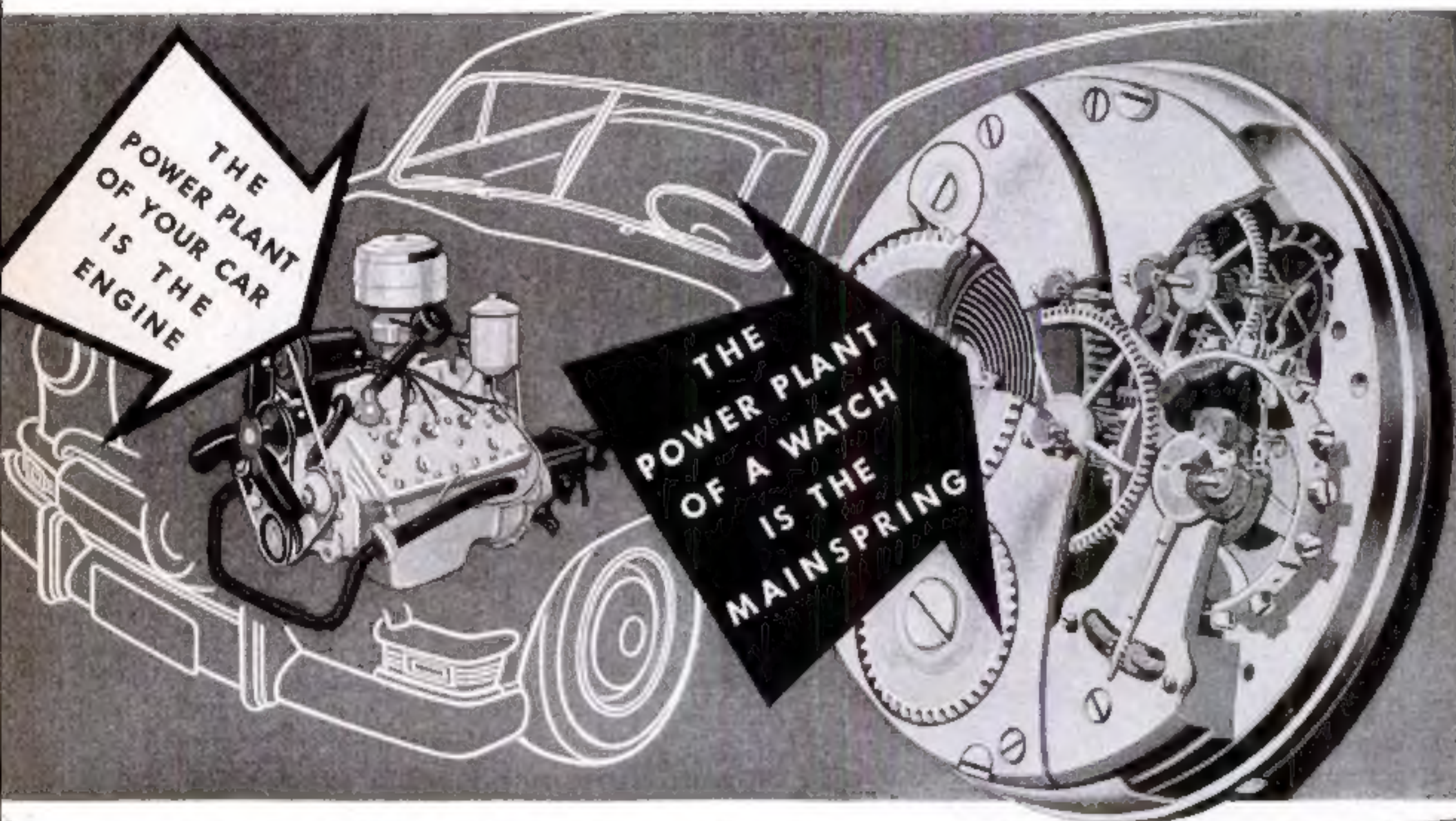


If you are buying a watch for yourself or as a gift, remember that only Elgin Watch gives this guarantee. It will always be in force for you or that someone.



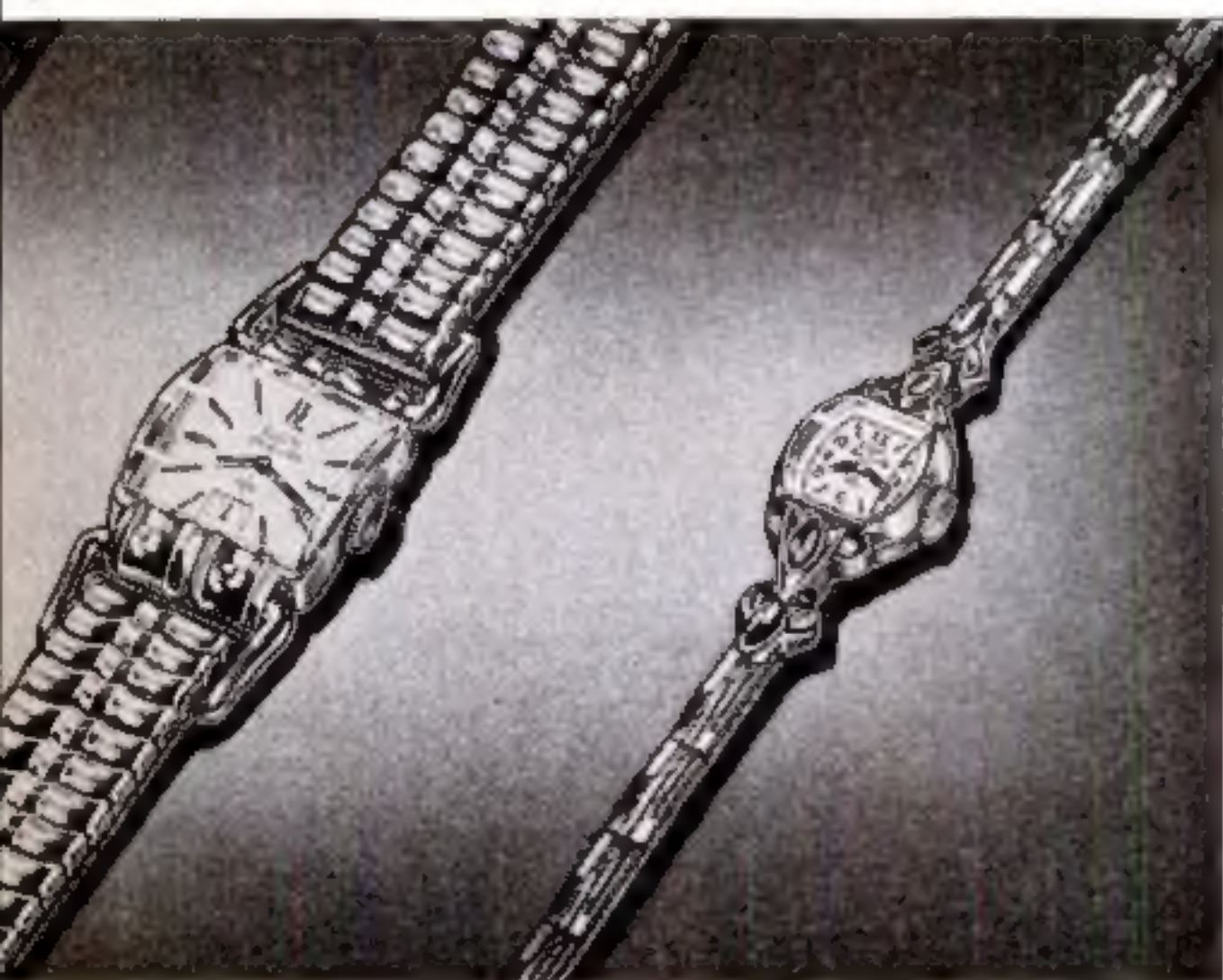
If you own an Elgin with the dp symbol on the dial, it has a DuraPower Mainspring; you are automatically protected by this Elgin guarantee.

the DuraPower Mainspring



Absolutely rust-proof. After 18 days' exposure to near 100% relative humidity an ordinary carbon steel mainspring is corroded to crumbling bits. An Elgin DuraPower Mainspring (right) subjected to identical conditions remains rust-free, good as new.

Lord and Lady Elgins are priced from \$67.50 to \$12,500. Elgin DeLuxe from \$49.75 to \$71.50. Other Elgins as low as \$29.75, including Federal Tax



Elgin DeLuxe. 17 jewels. Smart case with expansion band. \$67⁵⁰

17-jewel Elgin DeLuxe. Beautifully styled. Expansion bracelet. \$59⁵⁰

Prices subject to change without notice



ELGIN'S GUARANTEE

If the DuraPower Mainspring in this watch should ever break in service it will be replaced without charge to the owner of the watch, by any Elgin Watch jeweler or by the Elgin National Watch Company.

Only **ELGIN** has the DuraPower Mainspring

Made of "Elgiloy" metal. Patent pending

MADE IN AMERICA BY AMERICAN CRAFTSMEN

THIS IS SHEER SHAVING LUXURY YOU WANT TO TRY—RIGHT AWAY!

NEW! THE KEENEST, SMOOTHEST BLADES EVER OFFERED BY *any* blade maker—*ourselves* *included*!

How sharp and smooth can a razor-blade be? Try this blade—and you'll quickly see!



WORLD'S ONLY RAZOR
AND BLADES with auto-
matic blade changer
... unequalled safety!

Push, Pull—Click, Click
Change Blades, That Quick



ALL NEW Micro-Precision Surgical Steel
ALL NEW true scalpel-sharp edge
ALL NEW non-flex shaving firmness
ALL NEW! ON SALE TODAY!

With these *All-New improved* blades in a SCHICK INJECTOR RAZOR, you have a perfectly-engineered unit of shaving *magic*! Light in weight... *right in size, shape, flexibility*... exactly correct in tolerance between skin-guard and scalpel-sharp blades. You shave *cleaner* and *faster*... even without looking.

20 BLADE *AUTOMATIC* **73¢**
CARTRIDGE

12 Blades only 49¢

6 Blades only 25¢

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Eversharp Inc.
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NEW **SCHICK INJECTOR BLADES**

Today! See our new Travel Kit: New Gold Plated Eversharp-Schick INJECTOR RAZOR, PLUS 12 blades 98¢

"Perfect Day!"



Typing all day is easy and effortless when you have an IBM Electric. All you do is "touch" the keys—the typewriter does the work. At five o'clock you'll still feel fresh and free from fatigue.

You'll like all the energy-saving features of the IBM Electric, its simple operation, its perfect impressions, its modern styling. You'll like having the world's finest typewriter for your own.



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☐ I'd like to see a demonstration of the IBM Electric Typewriter.

☐ Please send brochure.

Name (please print)

Company

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Everybody knows the sign of good coffee



*Wonderful in
Instant form
too!*

Always the *right* answer—when you need time out to relax and get a fresh start! Good, hearty, *refreshing* coffee—Maxwell House Coffee. The coffee with so much friendly stimulation, so much real satisfaction in every cup. No other coffee has that wonderful “Good to the Last Drop” flavor, because no other is made by the one-and-only Maxwell House recipe. That recipe demands certain fine coffees blended a very special way to give you coffee—coffee at its rich, fragrant best. That’s why more people buy and enjoy Maxwell House than any other brand of coffee in the world!

TUNE IN: two award-winning hits—“Father Knows Best,” starring Robert Young, NBC, Thursday nights, and “Mama,” starring Peggy Wood, CBS-TV, Friday nights.



Products of General Foods

Maxwell House . . . the one coffee with that “Good to the Last Drop” flavor!

WHAT U.S. THINKS ABOUT ITS SCHOOLS

ROPER SURVEY FINDS BOTH COMPLACENCY AND DISSATISFACTION

Once every year, by law and by choice, a huge majority of the U.S. public packs all its children from 5 to 17 off to some sort of a public school. Some citizens accept this right to a free education as matter-of-factly as the Aga Khan accepts his weight in diamonds. But to many others the first bong of the school bell signals the start of another round of argument and controversy. The schools, according to them, are very good or very bad; they're getting better or they're getting worse; they're too progressive or too traditional; they're spending too much or they're spending too little. Nothing is exactly right.

These arguments are sometimes lofty and often nasty, and this year, with so many children in the schools, they are running hotter than ever. The month before school opened, LIFE asked Public Opinion Expert Elmo Roper to conduct a nationwide survey to find out just where the people stand. Some of his tabulations are printed on pages 12-18. In general, the survey shows, the people think that things are good but nowhere near good enough.

Take, for instance, a general question: Are the schoolchildren being taught more useful and worthwhile things than they were 20 years ago? A great many people (67%), especially college graduates and those in the highest income brackets, are sure that this is so. But another question shows that there is still plenty of room for improvement. The question: Are you satisfied with the public school system in your own community? Now only 33.4% are really satisfied with their local school—38.2% of them are "only fairly satisfied" and 16.8% are not satisfied at all.

Obviously, something should be done. But nobody agrees exactly what this something is. There is the teacher problem. By law, in most states, teachers are hired and paid almost entirely on the basis of their teaching experience and their own hard-bought education. But the people think the most important attribute is the teacher's ability to handle children—38% value this more than the teacher's education (29%) or experience (16.3%). As for experience, it ranks only slightly above the teacher's morals and in some cases (people over 50 years old) the teacher's morals themselves are considered more important. A large majority thinks grade school has by far the greatest influence on a child and presumably that the grade school teacher is most important. But in most states elementary teachers must meet lower requirements and get paid less than those in high school. In general teachers rank high in the people's esteem—higher, in most cases, than the local clergyman—and 43.9% agree that today's teacher is really underpaid. But when they have to choose between spending their limited money on teachers' salaries or on new school buildings they split evenly down the middle. In their own

community, as a matter of fact, they slightly favor the building side of the question.

Sometimes the people are magnificently inconsistent—especially when they get down to the curriculum job of the present-day high school. Here 86.6% say that its duty is to supply vocational training, build character, polish personality and so on. But when they were asked what they missed most in their own high school education, three people wished they'd had more math, English, grammar and spelling for every one who wished that he had been given more vocational work.

In this welter of indecision one thing is certain: today's parent is inclined to feel that the school, good or bad, is just as responsible as he for most of the upbringing of his child. In the old days it was felt that the school's job was to teach reading, writing, arithmetic and little else. But now, the survey shows, some 90% of the general public feel that it is also the school's business to train the whole child—even to the extent of teaching him honesty, fair play, consideration of others and a sense of right and wrong. Most of them agree that sex should be taught in the schools. And in rural farm areas and in the South a majority feels that the schools should go on to teach religion as well.

Having virtually turned their children over to the schools, many parents are inclined to let well enough alone. Less than half of them are aware that our schools, jammed with children, face an increasingly terrible classroom shortage in the next five years. Only slightly more than half the people polled had ever heard of recent proposals for federal aid to education. But of those who had heard about it, 65.4% were for it. Some (30.2%) thought federal aid should be given to parochial schools because, they said, if any school needs federal money it should get it without discrimination. More (45.2%) thought federal aid should be limited to the public schools and gave different reasons. Most Protestants pointed out that the free schools were already available to everybody. Most of the Catholics against aid for parochial schools confidently claimed that their church had enough money already. The Jewish majority lined up behind the classic argument that the church and state are separate and should stay that way. Again looking into the future, 41.3% thought that children of all races and colors should go to school together everywhere. Even the white South, asked if it would ever happen, thought that it would some day. Asked the same question, nearly a third of the Negroes thought that it never would.

Taken all in all, the survey makes one inescapable point. When Americans think about education they are complacent as a whole and dissatisfied in particular; they feel that the over-all situation is sunny but not so good at the school down the street.



IN NEW JERSEY Lumberman Thomas Flynn of Montclair tells Roper interviewer that young people aren't getting as much out of school as they used to.



IN ILLINOIS Mrs. Katherine Morris of Park Ridge approves of today's schools but thinks they should pay more attention to fundamentals like spelling.



IN CALIFORNIA Mrs. Merrill Brinnstool of Los Angeles says schools should build Christian citizenship and teach more U.S. geography than they do.

READER'S DIGEST* reports the same research which proves that brushing teeth right after eating with **COLGATE DENTAL CREAM** **STOPS TOOTH DECAY BEST**



Better Than Any Other Way Of Preventing Tooth Decay According To Published Reports!



READER'S DIGEST recently reported on one of the most extensive experiments in dentifrice history! And here are additional facts: The one and only toothpaste used in this research was Colgate Dental Cream. Yes, this scientific research showed brushing teeth right after eating with Colgate Dental Cream stopped decay best! Better than any other home method of oral hygiene! The Colgate way stopped *more* decay for *more* people than ever reported in all dentifrice history!

NO OTHER TOOTHPASTE OR POWDER—AMMONIATED OR NOT—OFFERS PROOF OF SUCH RESULTS! Over a two-year period, leading scientists found no new cavities whatever for more than 1 out of 3 who used Colgate's correctly! No dentifrice can stop all tooth decay, or help cavities already started. But the Colgate way is the most effective way yet known to help your dentist prevent decay!



**ALWAYS
USE COLGATE'S
TO CLEAN YOUR
BREATH WHILE YOU
CLEAN YOUR TEETH
—AND HELP STOP
TOOTH DECAY!**

COLGATE
RIBBON DENTAL CREAM

*** YOU SHOULD KNOW!** Colgate's, while not mentioned by name, was the one and only toothpaste used in the research reported in July Reader's Digest.

Roper Survey CONTINUED

1 In general, would you say school children today are being taught more worthwhile and useful things than children were 20 years ago, or not as worthwhile things, or about as worthwhile things as then?

	More worthwhile	Not as worthwhile	No more, no less	Don't know and no answer
TOTAL PERCENTAGE	67.0	13.0	12.1	7.9
ECONOMIC LEVEL				
Upper income	72.1	11.5	11.2	5.2
Lower middle income	69.0	12.7	12.0	6.3
Lowest income	61.8	14.1	12.5	11.6
EDUCATION				
8th grade or less	62.3	14.4	11.8	11.5
High school	69.0	12.3	12.9	5.8
College	72.3	12.9	11.3	3.5

2 Taking everything into consideration, would you say you are very satisfied, only fairly well satisfied, or not very satisfied with the public school system in your community?

	Very satisfied	Only fairly satisfied	Not satisfied	Don't know and no answer
TOTAL PERCENTAGE	33.4	38.2	16.8	11.6
ECONOMIC LEVEL				
Upper income	24.3	42.6	24.0	9.1
Lower middle income	34.5	38.9	17.4	9.2
Lowest income	35.0	35.3	13.0	16.7
EDUCATION				
8th grade or less	38.3	33.5	13.4	14.8
High school	33.2	40.1	16.1	10.6
College	27.1	42.5	24.2	6.2

3 Up to what age do you think the law should require that children go to school? (Until they are:)

	14 years or under	15-16 years old	17-21 years old	Over 21 years old	Don't know and no answer
TOTAL PERCENTAGE	3.6	34.2	56.5	.6	5.1

4 As part of our present public school system, we provide a free education for every child who wants to go through high school. Do you think we should extend this to include some free college education for all who want it, and can qualify for it, or do you think giving them a free grammar and high school education is enough?

	Some free college education	Give them enough now	Don't know and no answer
TOTAL PERCENTAGE	57.1	36.5	6.4
OCCUPATION			
Professional	58.6	38.2	3.2
Salaried—executive	55.4	44.6	—
Proprietor—farm	38.5	58.0	3.5
Salaried—minor	64.7	31.3	4.0
Wages—factory	63.6	30.7	5.7

5 Almost everybody agrees that both grade school and high school are important. But which do you think has more influence on what kind of person a child will be when he grows up—grade school or high school?

	Grade school	High school	Both equal	Don't know and no answer
TOTAL PERCENTAGE	64.9	23.3	7.5	4.3

CONTINUED ON PAGE 14



The Secret of TV's Brightest Picture Tube!



DO you remember when television viewing was strictly a darkroom pastime . . . shades down . . . no lights . . . eyes straining to follow a dim, foggy picture? How different today, thanks largely to the brighter picture tube developed and made available to the industry by General Electric. Hailed everywhere, this great improvement employs light formerly wasted, to produce brighter, clearer,

sharper pictures. The secret: a microscopic aluminized "mirror" superimposed on the picture screen to direct light toward the viewer.

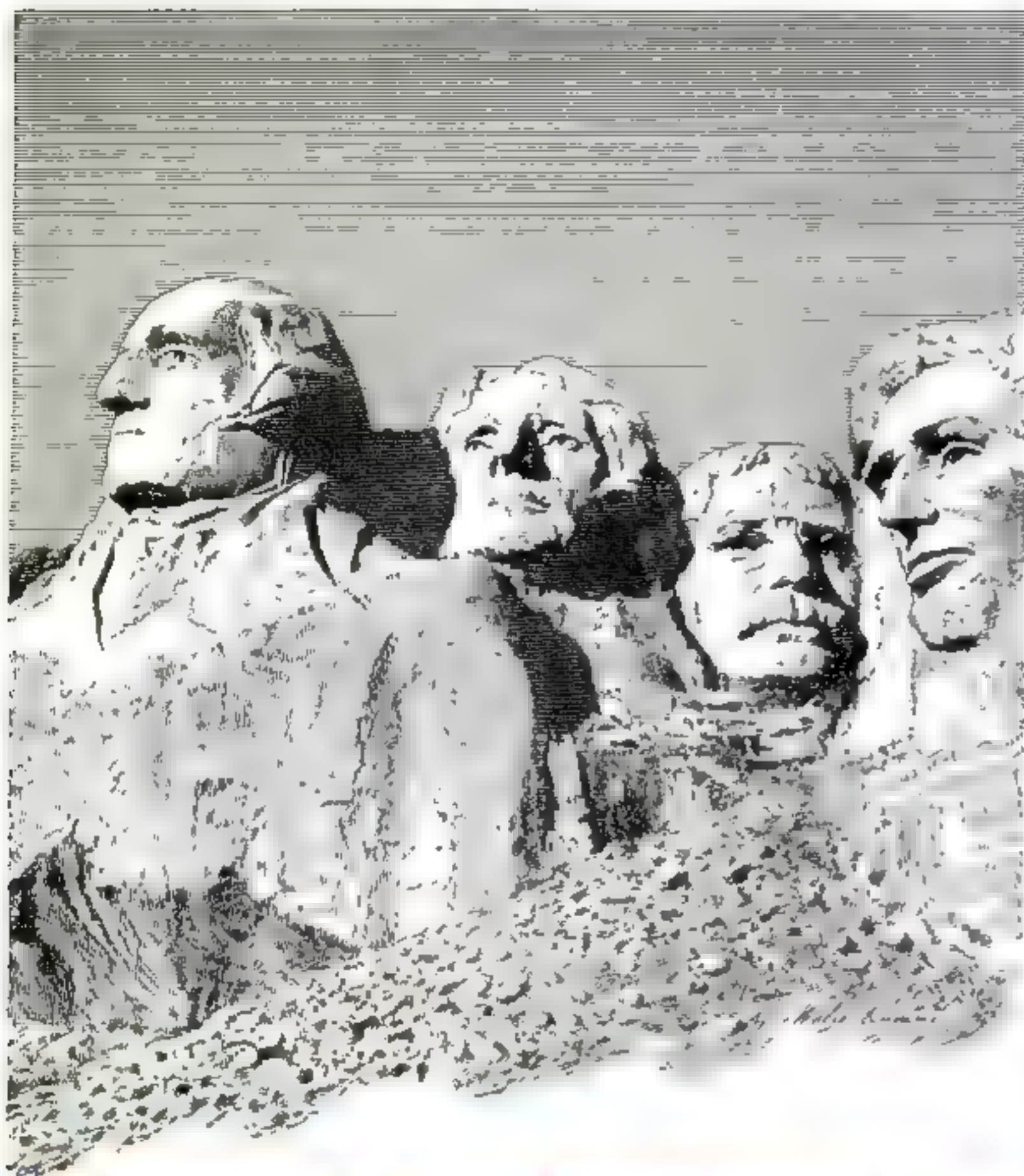
This basic contribution to picture enjoyment is typical of the research that helps make G-E tubes for television and radio as fine as any set can have. For long life and superb performance, specify G-E tubes. Installed by dependable servicemen everywhere.

General Electric Company, Tube Division, Schenectady 3, New York

You can put your confidence in—

GENERAL  ELECTRIC

101-JAB



Rugged Craftsmanship



... for Long-Life Quality!

Guaranteed by the makers of Mobilgas, Mobil Premier Batteries are ruggedly designed, sturdily built—give unexcelled starting power! They're offered by 45,000 Mobilgas Dealers Coast to Coast. Stop today—at the Sign of Friendly Service!

Mobil Battery

See Your Mobilgas Dealer

for Battery Quality Every Time

... Battery Service Any Time



SOCIETY-VACUUM OIL CO., INC., and Affiliates; MAGNOLIA PETROLEUM CO.; GENERAL PETROLEUM CORP.

Roper Survey CONTINUED

6 As you know, the public schools throughout the country generally are overcrowded today. Do you think that five years from now this situation will get better or worse?

	Better	Worse	Same	Don't know and no answer
TOTAL PERCENTAGE	29.9	48.4	6.9	14.8
GEOGRAPHIC AREA				
Northeast	24.9	54.8	8.2	12.1
Midwest	29.6	46.9	7.9	15.6
South	32.7	44.8	5.8	16.7
Far West	35.1	46.2	4.4	14.3
SIZE OF PLACE				
Over 1,000,000	25.3	53.9	6.6	14.2
Under 2,500 and nonfarm	36.1	43.9	8.0	12.0

7 What do you think are the two or three most important things young people should get out of high school?

	Academic background	Vocational training, etc.	Discipline, responsibilities, tolerance, personality, etc.
TOTAL PERCENTAGE	13.4	41.3	45.3

8 What things do you wish you had learned more about or studied more of? (Asked of those who wished they had learned or studied more of certain subjects—76.8% of total sample.)

	Humanities	Natural Sciences	Social Science	Business Courses	Domestic Science
TOTAL PERCENTAGE	38.1	35.9	23.8	13.1	6.5

9 Rank the order of importance to the community of: public school teachers, clergymen, public officials, merchants and lawyers.

	Teacher	Clergyman	Public Official	Merchant	Lawyer
TOTAL PERCENTAGE	31.3	27.1	19.1	12.8	9.7

10 Is it your impression that teachers in your community generally are underpaid, overpaid, or would you say they get about the amount of pay they should receive?

	Underpaid	Overpaid	Right amount	Don't know and no answer
TOTAL PERCENTAGE	43.9	1.7	34.1	20.3
ECONOMIC LEVEL				
Upper income	51.2	1.5	37.6	9.7
Lower middle income	48.0	1.4	33.5	17.1
Lowest income	34.1	2.4	33.6	29.9
EDUCATION				
8th grade or less	32.3	3.0	35.3	29.4
High school	46.2	1.0	35.5	17.3
College	57.1	1.7	30.9	10.3

11 Compared to 20 years ago, would you say we are getting better trained and more capable teachers in our public schools, not so good, or not much different than we had then?

	Better	Not much different	Not so good	Don't know and no answer
TOTAL PERCENTAGE	67.0	13.0	11.0	9.0

CONTINUED ON PAGE 15

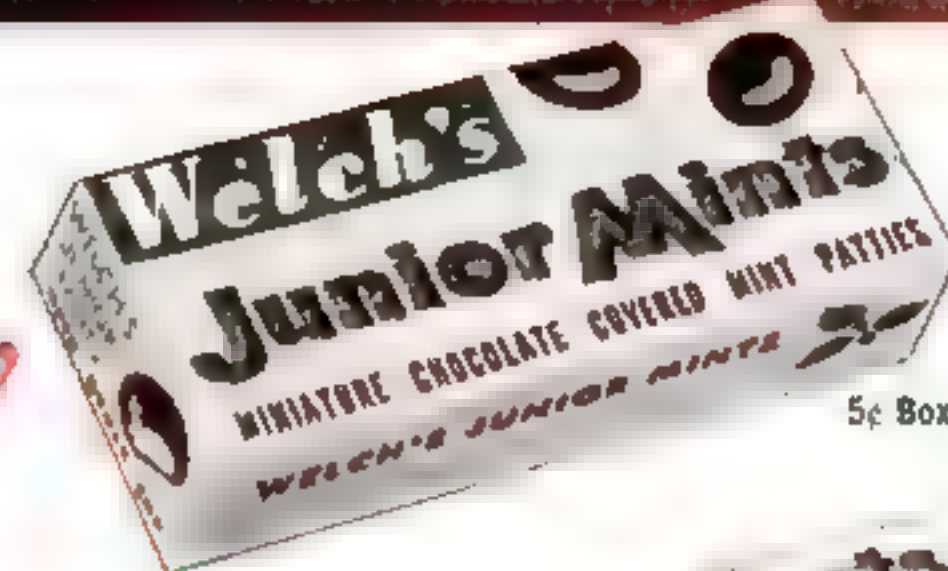


New! CHOCOLATE MINT PATTIES in miniature!

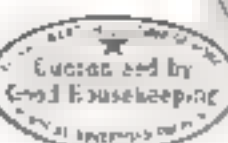
Delicious and nibble-size!

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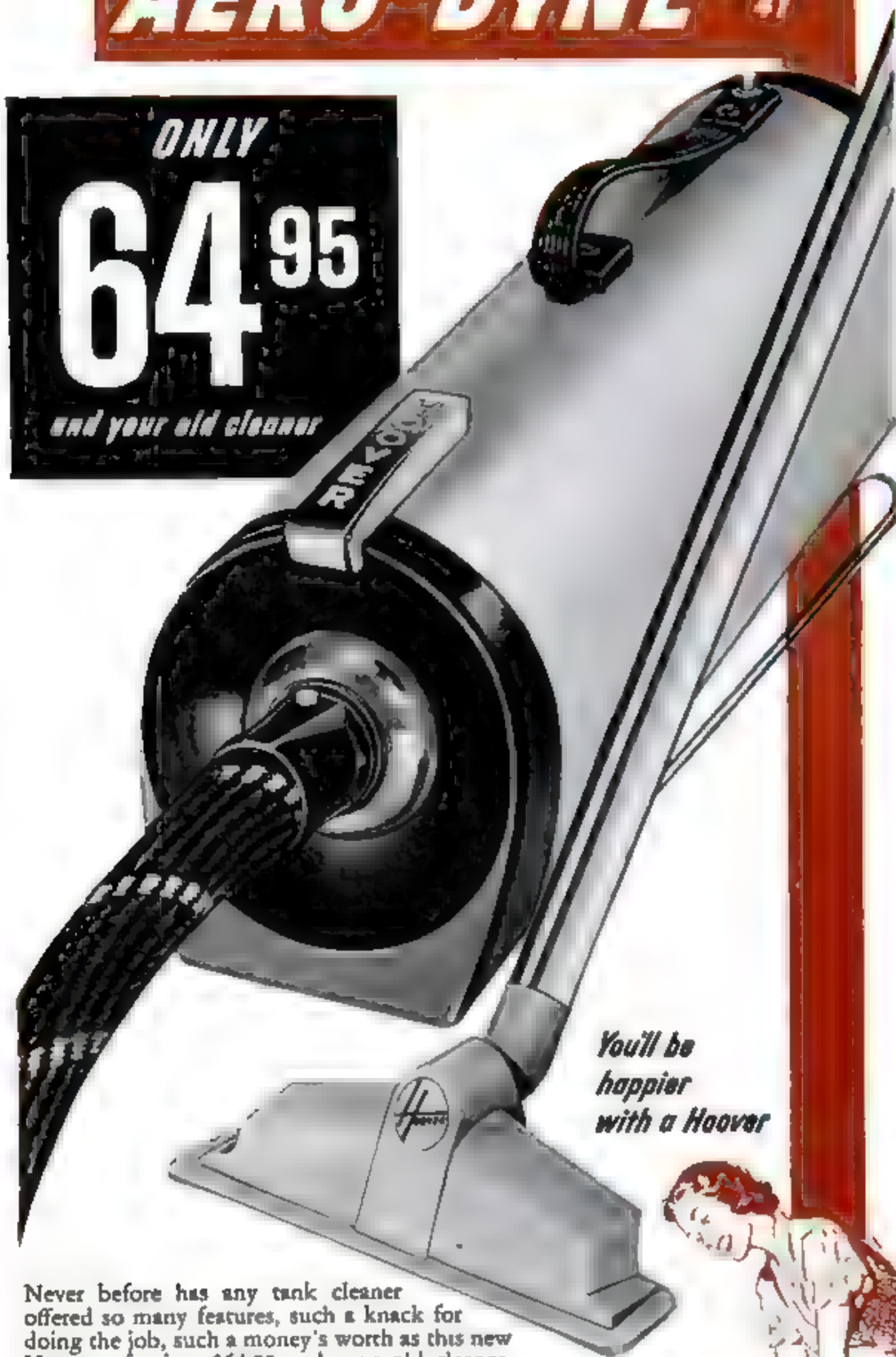
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Roper Survey CONTINUED

12 Just considering your own community, in general would you rather spend more of the money that goes for education on higher salaries for teachers, or on new school buildings?

	Salaries	School buildings	Neither	Both	Don't know and no answer
TOTAL PERCENTAGE	30.8	35.7	2.7	19.7	11.1
ECONOMIC LEVEL					
Upper income	43.6	29.3	3.1	20.1	3.9
Lower middle income	33.0	36.1	2.3	20.0	8.6
Lowest income	22.0	37.8	3.1	18.9	18.2

13 Now how about the country as a whole—in general would you spend more of the money that goes for education on higher salaries for teachers, or on new school buildings?

	Salaries	School buildings	Neither	Both	Don't know and no answer
TOTAL PERCENTAGE	31.0	28.2	1.7	21.9	17.2
EDUCATION					
8th grade or less	21.3	31.3	2.5	20.1	24.8
High school	29.8	30.8	1.3	23.0	15.1
College	48.6	19.6	1.5	22.8	7.5

14 Which one thing on the list would you consider to be most important if you were hiring a teacher for high school?

	How well she handles children	Her education	Her teaching experience	Her morals and family background	Her religion
TOTAL PERCENTAGE	38.0	29.0	16.3	11.4	1.7
EDUCATION					
8th grade or less	31.2	27.8	15.6	15.4	3.9
High school	37.9	31.9	19.2	9.3	.7
College	50.1	25.3	12.2	10.3	.7

(3.6% of the total didn't know or didn't answer)

15 When a local school board hires a teacher, do you think it has the right to ask the teacher his or her political beliefs, or do you think that is the teacher's personal business?

	Have right to ask	Teacher's personal business	Don't know	No answer
TOTAL PERCENTAGE	24.1	67.8	3.8	4.3

16 Do you think that eventually children of all races and colors will go to the same public schools together everywhere, including the South, or do you think things will probably never get like that?

	All will go together	Never get like that	Don't know and no answer
TOTAL PERCENTAGE	46.7	38.4	14.9
AGE			
21-34	51.1	37.0	11.9
35-49	48.0	37.0	15.0
50 and over	41.5	40.9	17.6
RACE			
White	46.8	39.3	13.9
Negro	45.9	29.0	25.1
EDUCATION			
8th grade or less	33.8	44.3	21.9
High school	49.4	38.8	11.8
College	61.3	30.8	7.9
GEOGRAPHIC AREA			
Northeast	53.0	30.7	16.3
Midwest	45.0	42.9	12.1
South	42.1	41.4	16.5
Far West	47.4	37.5	15.1

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Roper Survey CONTINUED

- 17** Which of these statements would you come closest to agreeing with?
- Children of all races and colors should be allowed to go to the same schools together everywhere in the country.
 - Children of all races and colors should be allowed to go to the same public schools together everywhere except in the South where white and Negro children should go to separate schools.
 - White children and Negro children should be required to go to separate schools everywhere in the country.

	a.	b.	c.	Don't know and no answer
TOTAL PERCENTAGE	41.3	16.7	35.1	6.9
AGE				
21-34	47.1	15.1	33.8	4.0
35-49	40.4	19.0	34.2	6.4
50 and over	36.6	16.1	37.2	10.1
RACE				
White	39.0	17.0	37.5	6.5
Negro	64.5	13.3	11.8	10.4
EDUCATION				
8th grade or less	31.7	12.2	46.0	10.1
High school	43.2	17.3	35.4	4.1
College	52.7	22.5	20.7	4.1
GEOGRAPHIC AREA				
Northeast	57.0	18.9	15.3	8.8
Midwest	48.1	12.7	32.6	6.6
South	17.1	14.6	62.5	5.8
Far West	43.5	25.4	25.2	5.9

- 18** Some people say that the Federal-aid-to-education proposal will help the poorer states provide a better education for their children. Others point out that this raises the danger of Federal government control of our public school system. Taking everything into consideration, would you say in general you were for or against Federal aid to education? (Asked of those respondents who have heard about the Federal-aid-to-education proposal—56.5% of total sample.)

	For	Against	Don't know and no answer
TOTAL PERCENTAGE	65.4	24.0	10.6
ECONOMIC LEVEL			
Upper income	55.2	37.9	6.9
Lower middle income	67.5	23.3	9.2
Lowest income	67.4	16.2	16.4

- 19** In general, would you say you are in favor of the idea of Federal money being given to schools run by churches, or should the Federal money be given just to the public schools?

	Church schools too	Only public schools	Against all Federal aid	Don't know	No answer
TOTAL PERCENTAGE	30.2	45.2	7.9	12.7	4.0

- 20** Do you think that a class in religion should be taught in the public schools, or do you think it should be completely kept out of schools as it is now?

	Should be taught	Kept out	Don't know and no answer
TOTAL PERCENTAGE	38.8	53.6	7.6
RELIGION			
Protestant	41.5	52.9	5.6
Catholic	39.6	53.2	7.2
Jewish	18.9	76.7	4.4
Other and none	24.2	63.4	12.4



BACHELOR

2-INCH BORDER

ARM COMES THROUGH SLIT

HOOD POINTED,
3 FEET LONG

HOOD POINTED,
3 1/2 FEET LONG

LONG, POINTED SLEEVES



MASTER

3-INCH BORDER

VERY FULL SLEEVE
HAS 3 VELVET BANDS

4-FOOT HOOD IS
ROUNDED AT BOTTOM

SLEEVES OBLONG
AND VERY LONG

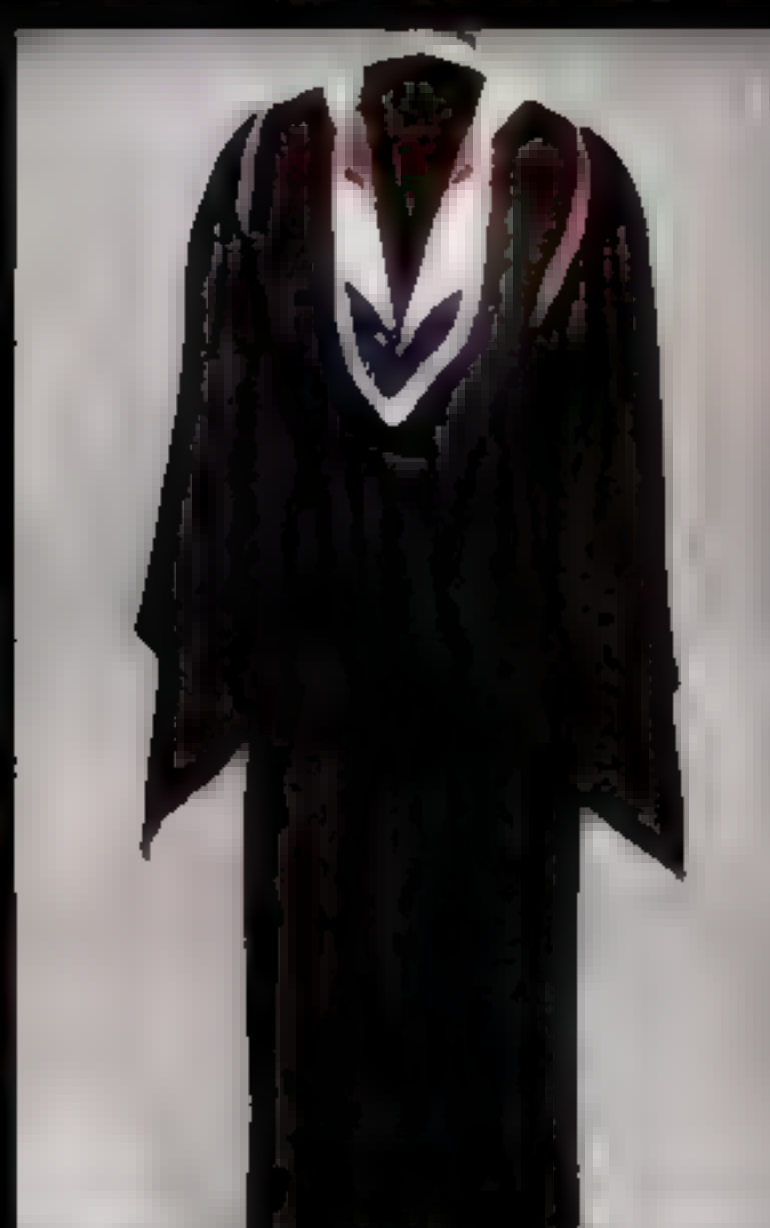


DOCTOR

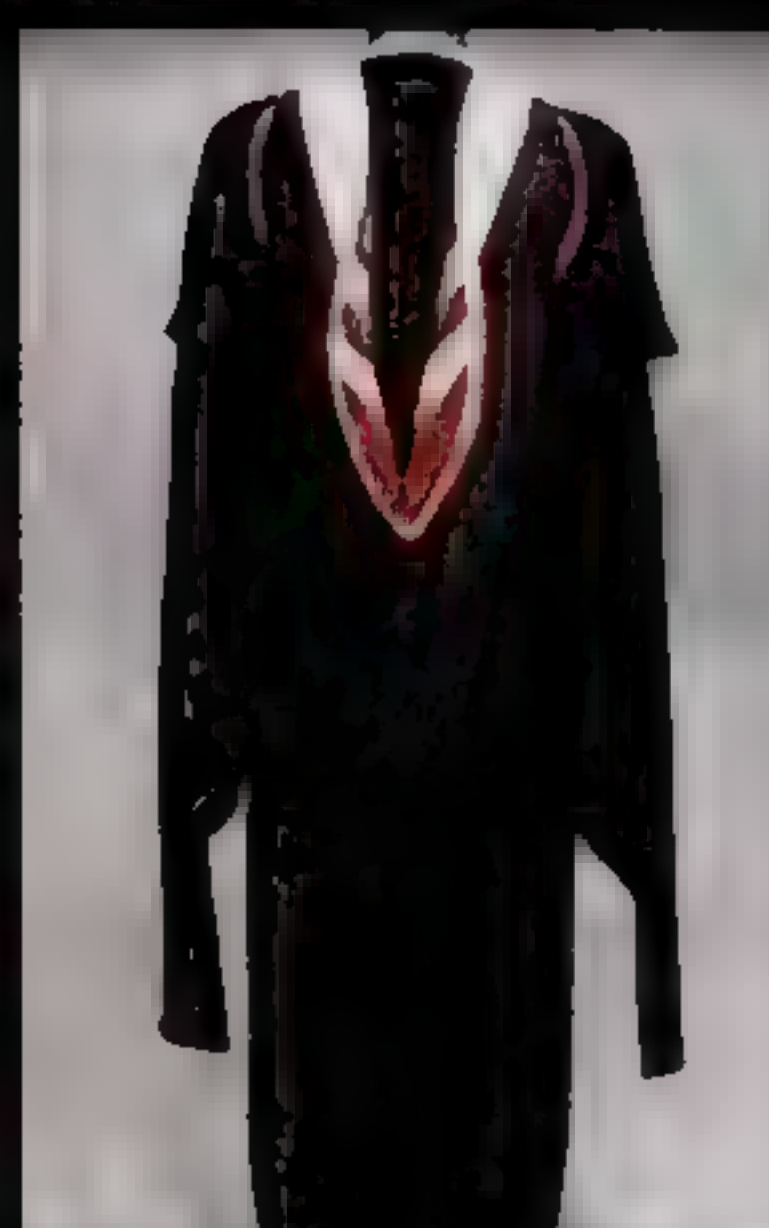
5-INCH BORDER



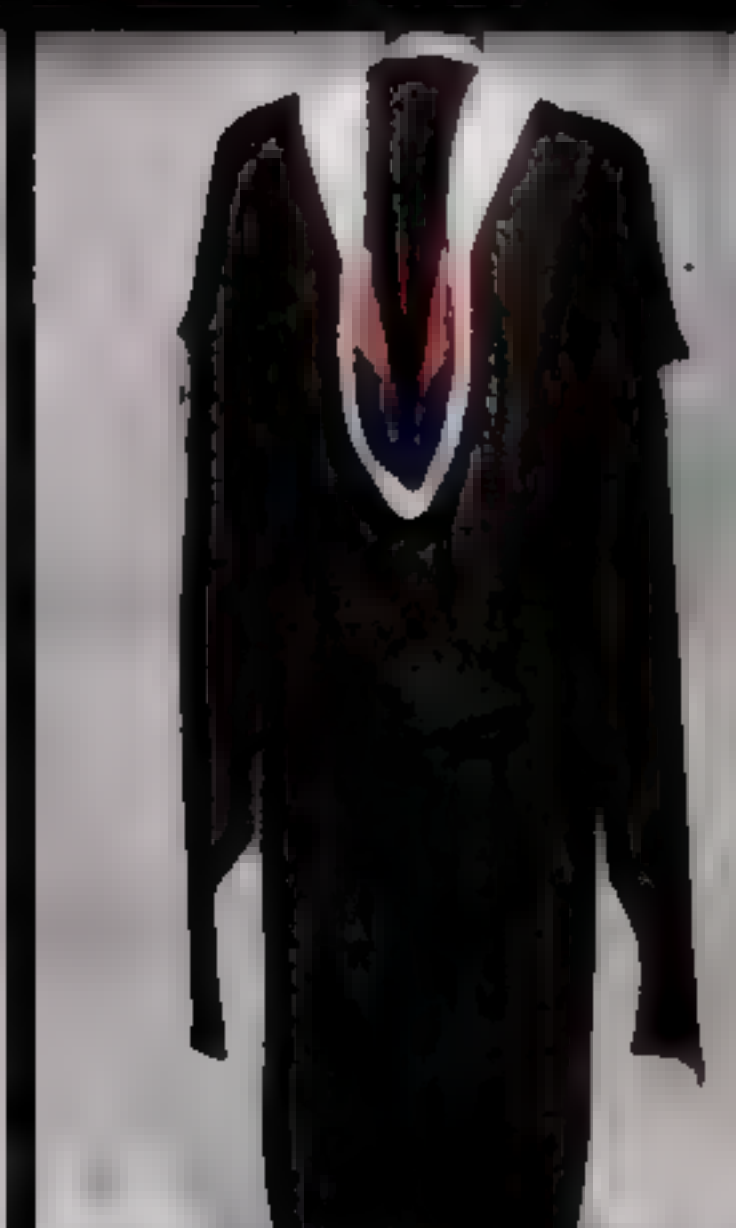
FRANKLIN AND MARSHALL COLLEGE
DOCTOR OF PHILOSOPHY



AMERICAN UNIVERSITY
BACHELOR OF ARTS



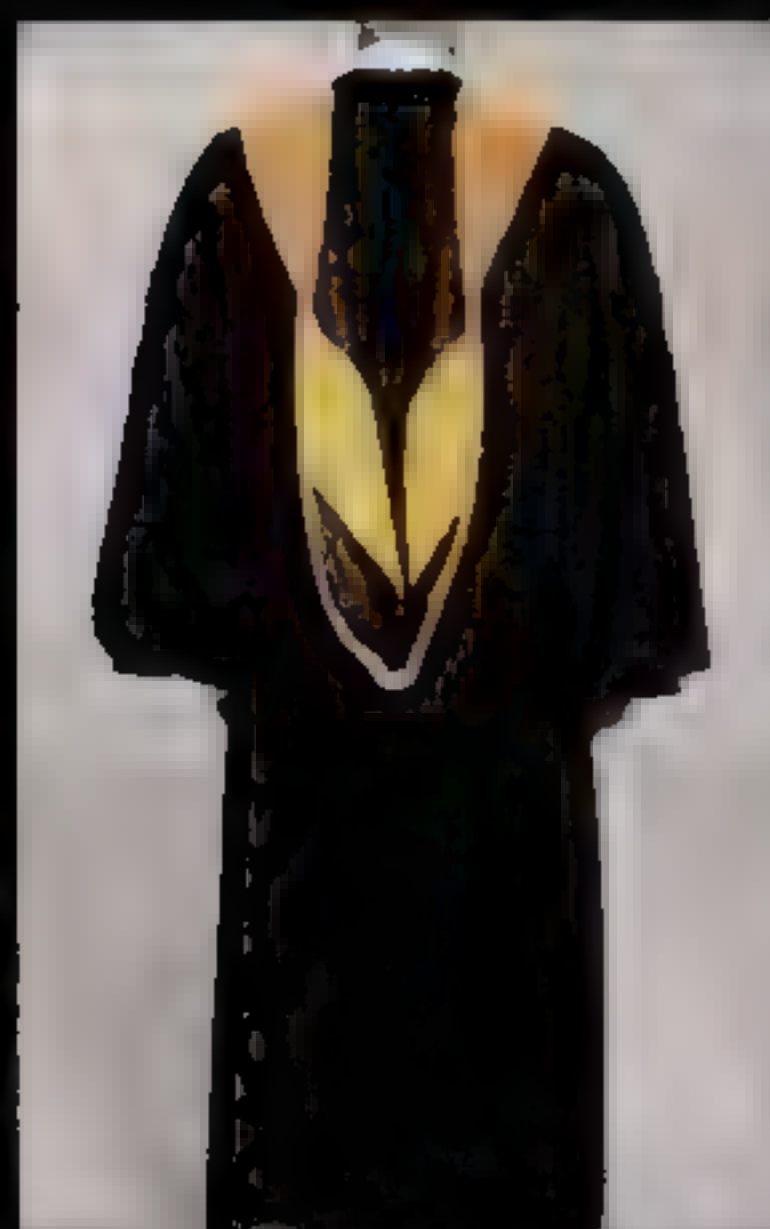
CORNELL UNIVERSITY
MASTER OF ARTS



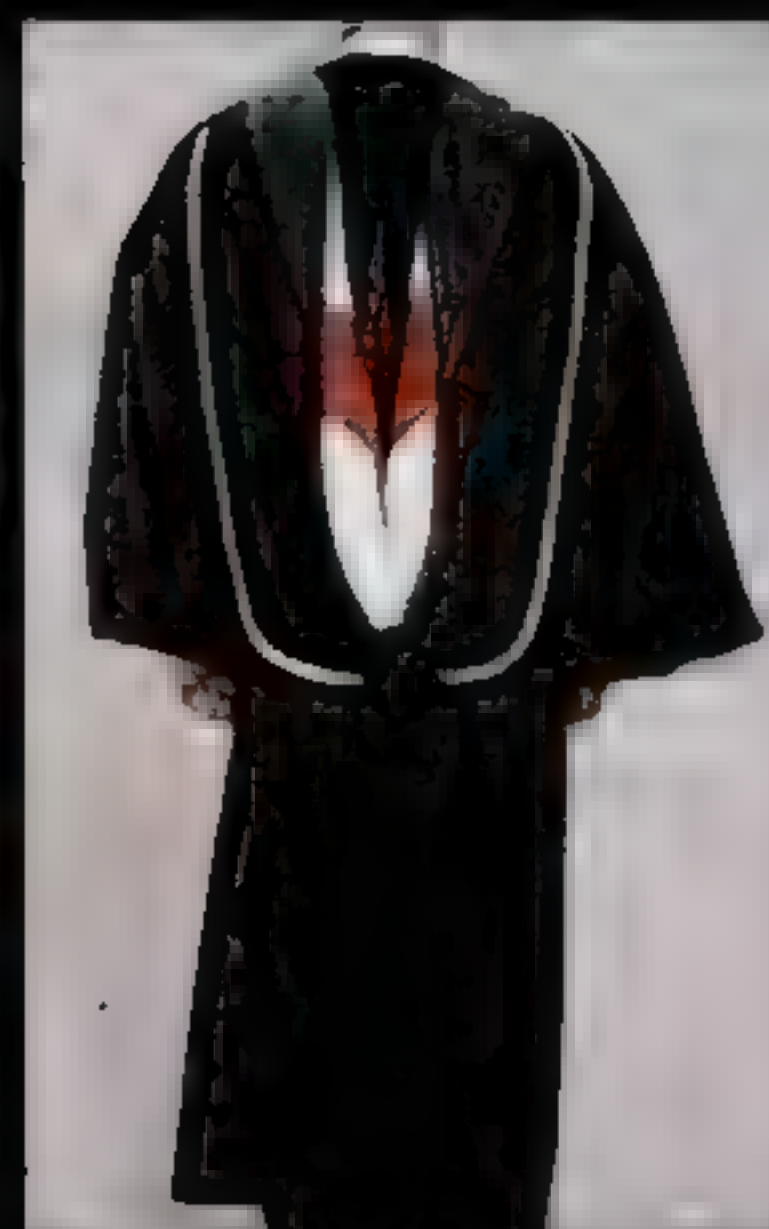
UNIVERSITY OF ARIZONA
MASTER OF ARTS



UNIVERSITY OF PENNSYLVANIA
MASTER OF MEDICAL SCIENCE



JOHNS HOPKINS UNIVERSITY
DOCTOR OF PUBLIC HEALTH



WESTERN RESERVE UNIVERSITY
DOCTOR OF MEDICINE



UNIVERSITY OF CALIFORNIA
DOCTOR OF LAWS

Speaking of Pictures . . .

HOODS TELL DEGREE, COLLEGE AND FIELD OF STUDY

The sober gowns and bright hoods sported by the academic world at college and university functions are usually meaningless to the layman. But to a man who knows his academic heraldry they tell as much about the wearer as gold stripes in the Navy or merit badges in the Scouts. The charts on these two pages explain the system now used by some 2,500 U. S. colleges who regulate their regalia by a common code. At the left are the three basic ranks of degree: Bachelor (in this case, from Siena College, N.Y.), Master (University of Vermont) and Doctor (College of William and Mary). These are distinguished by the shape of the gown and the cut of the hood. In rank, Bachelor is lowest and is earned after undergraduate study; Master, won by postgraduate work,

is next; and Doctor, usually earned by original research, is highest. At the right are 12 of the colors which indicate departments in which a degree may be earned—or, in some cases, honorarily awarded. These are of velvet and appear on the border of the hood—a few colleges, like Harvard, omit this border entirely. The gaily colored lining of the hood tells which college granted the degree, as it does, for instance, in the 16 college hoods shown in the pictures below.

Academic hoods got their start in 12th Century Europe when the universities were run by monks who used hoods to warm their tonsured heads. They were generally ignored by U.S. colleges in early days; some colleges used shapeless gowns of their own design. They agreed on the present code of academic cut and color in 1895.

DEPARTMENT COLORS	
AGRICULTURE	ENGINEERING
LAW	VETERINARY SCIENCE
MUSIC	PHILOSOPHY
MEDICINE	SCIENCE
ARTS AND LETTERS	FINE ARTS
BUSINESS ADMIN.	EDUCATION



SYRACUSE UNIVERSITY
BACHELOR OF SCIENCE



UNIVERSITY OF CHICAGO
BACHELOR OF ARTS



WASHINGTON UNIVERSITY
MASTER OF SOCIAL WORK



CASE INSTITUTE OF TECHNOLOGY
DOCTOR OF ENGINEERING



HARVARD UNIVERSITY
BACHELOR OF ARTS



YALE UNIVERSITY
BACHELOR OF ARTS



CATHOLIC UNIVERSITY
DOCTOR OF PHILOSOPHY



NEW YORK UNIVERSITY
DOCTOR OF DENTAL SURGERY

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Dan River Sheets are always invitingly cotton-fresh. The smooth face won't lint up in washing and the whiteness lasts. They're durable too, made with strong hems and sturdily-taped selvages.

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Look for the Dan River label in the sheets you buy . . . and everyone in your house will "sleep beautifully on Dan River Sheets".

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It has the scientific End-
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Be sure you clean
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Stop tooth decay at its
source with the Pro-phy-
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The scientific End-Tuft
makes it easy to clean be-
tween back teeth where
food acids so often start
trouble.

After every meal... brush
then rinse! This method
definitely reduces decay,
as proved by outstanding
dental authorities.

No dentifrice—no matter
how good—can effective-
ly reduce decay, except
with frequent, thorough
brushing! Today get a
Pro-phy-lac-tic "PRO"
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PRO-PHY-LACTIC
TOOTH
BRUSHES**

ARE YOU EDUCATED?

If you can tell what
these drawings mean
you are on your way

To a man who has a really well-
rounded liberal education each
of the drawings on this and the
following pages should suggest
something. The cartoons are all
clues to some book, person, epi-
sode or quotation in four cate-
gories—history and politics, sci-
ence and philosophy (pp. 27, 28),
music and art (p. 31) and litera-
ture (pp. 32, 33). A graduate of
Columbia College should find the
clues particularly enlightening,
for all of them are based on
selections of material which is
taught in Columbia's famous
core curriculum, a series of com-
pulsory courses designed to give
every graduate a common back-
ground in the culture of Western
civilization. Columbia started
this idea of a general education
in 1919; it has been widely adopt-
ed by colleges, notably Harvard
and the University of Chicago.
To give the reader a start, the
answer to the first clue—a man
spreading his cape on a puddle—
is Sir Walter Raleigh. The an-
swers to the rest are on page 34.

HISTORY AND POLITICS



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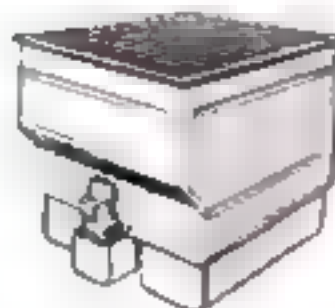
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A leather that enables these well-bred steppers to simply *ease* over the instep, give your feet snug support just where they need it.

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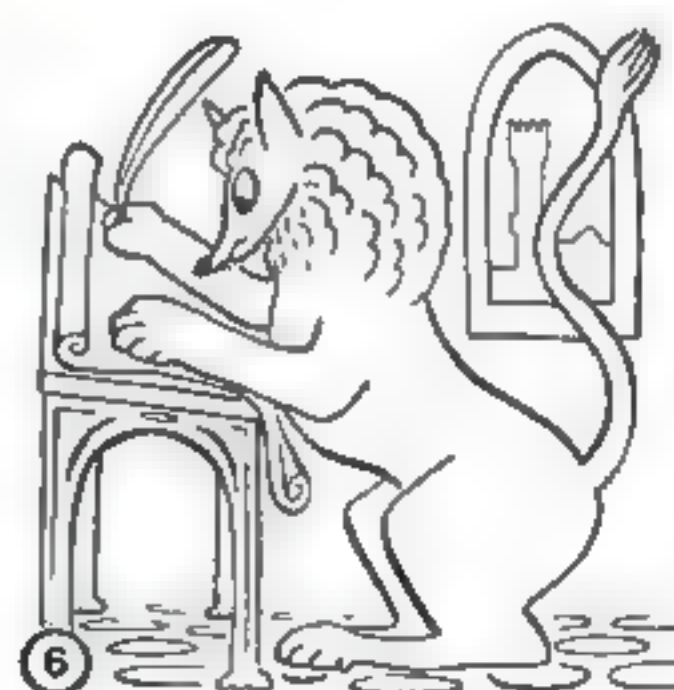
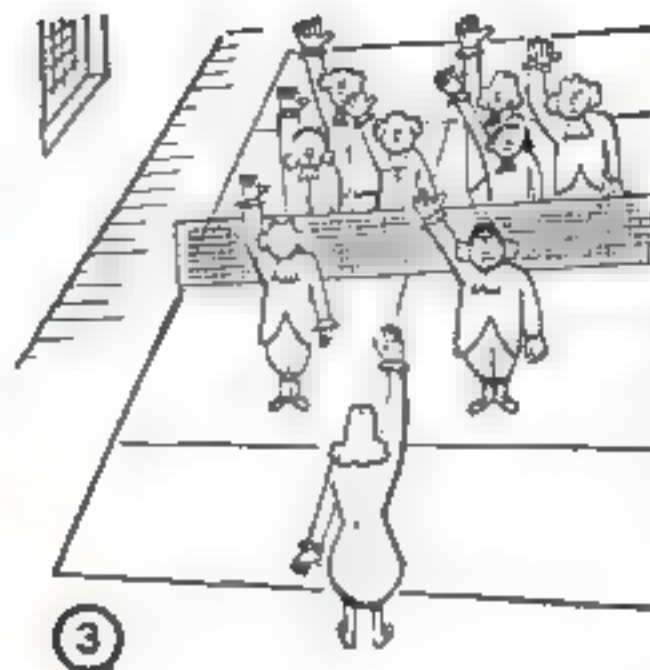
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HISTORY AND POLITICS CONTINUED



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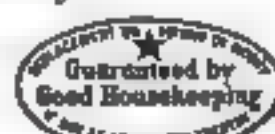
Do you ever suffer stomach gas, heartburn, from acid indigestion? Get amazing new BiSoDoL Mints for fast relief. Safe, gentle. BiSoDoL Mints give longer-lasting relief than baking soda—yes, hours of relief. Refreshing, minty flavor sweetens sour mouth, stomach. So relieve heartburn, upset stomach, from too much food, drink, smoking. Sleep all night long when acid indigestion strikes. Carry new BiSoDoL Mints for fast relief—anywhere, anytime. 10¢.

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NATIONAL BISCUIT COMPANY

CONTINUED ON PAGE 27

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Shake in . . . Kellogg's Corn Flakes

Shake on . . . shredded coconut

Trimming . . . maraschino cherry
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P.S. Nothing to cook and mighty nourishing!

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Mother! On the breakfast table, set up a tray with sugar bowl, salt 'n' pepper, silver, paper napkins. Spin-the-tray service helps everybody help himself!

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Of corn and rice and wheat—
Crispy packs of nourishment,
And all so good to eat!

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YOU'LL BE mighty glad you invested in a refrigerator that gives you space for *all* your foods . . . a refrigerator that gives you the *finest* convenience features . . . a refrigerator that has proved, over the years, to be the *most* dependable.

Remember that the new General Electric Space Maker Refrigerator gives you more of all three:

1. SPACE. 25% to 50% more space for foods than most old-style refrigerators now in use. Yet, no larger floor area is required. Model shown has 18 square feet of shelf space.

2. CONVENIENCES. General Electric Refrigerators have so many special convenience features that you won't find in any other refrigerator.

3. DEPENDABILITY. No other refrigerator can match General Electric's enviable record for dependability. Of the many millions of G-E Refrigerators made, more than 2,200,000 are still in service after 10 years. Many as long as 15 and 20 years.

Why not discuss your refrigeration problems and needs with your General Electric dealer? You'll find him listed in your classified telephone directory under General Electric Refrigerators. General Electric Company, Bridgeport 2, Conn.



Model NB 8 G illustrated.



Stores 24 pounds of frozen foods! Now you can have more of those delicious frozen foods on tap . . . and keep them for as long as two or three weeks. Plenty of ice, too—eight pounds of it!



Holds 12 square, quart-size bottles! No more fumbling and fessing about where you're going to set those bottles! There's plenty of room here . . . and space for those extra-tall ones, too!



Large roasts are no problem in this new General Electric meat drawer. It's deep enough for fowl and standing roasts! Furthermore, it keeps all meats in best condition!



Wide, deep vegetable drawer! Designed for fresh fruits and vegetables that require moisture to keep them fresh day after day! Deep enough, too, for large heads of cabbage and lettuce.

You can put your confidence in—

GENERAL  **ELECTRIC**

McGREGOR
SPORTSWEAR

*Amazing New
Weightless Warmth*



**MISTY MILIUM
JACKET**

Here's a revolutionary advance in winter jackets—and here's why:

1. The Milium quilted lining is a miraculous new scientific discovery that not only holds body heat in, keeps cold out—but it's practically weightless!
2. The shell is a fine rayon-blend gabardine—tapped by a mouton collar.
3. The Misty Milium Jacket combines a misty look with rugged, long-wearing construction.

Available in Prep and Wee Sizes everywhere

•Trademark Made in U.S.A.

DAVID D. DONIGER & CO. • 303 FIFTH AVE., N.Y. 16

T-N-T
POPCORN
for little "goblins"

GUESS MY PHILLUMENIST*
DAYS ARE OVER!

NOT IF I
"CORNER" YOUR
MATCH COVERS
I PROTECT
WHAT YOU
COLLECT

*MATCH COVER
COLLECTOR

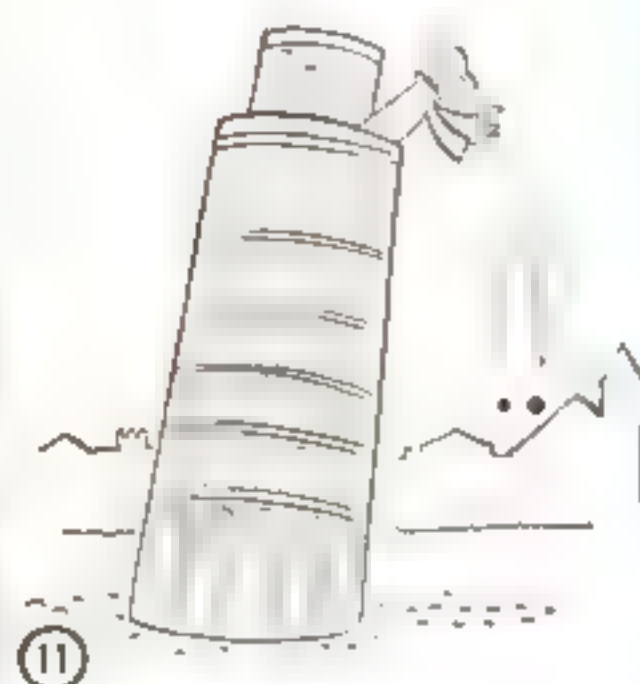
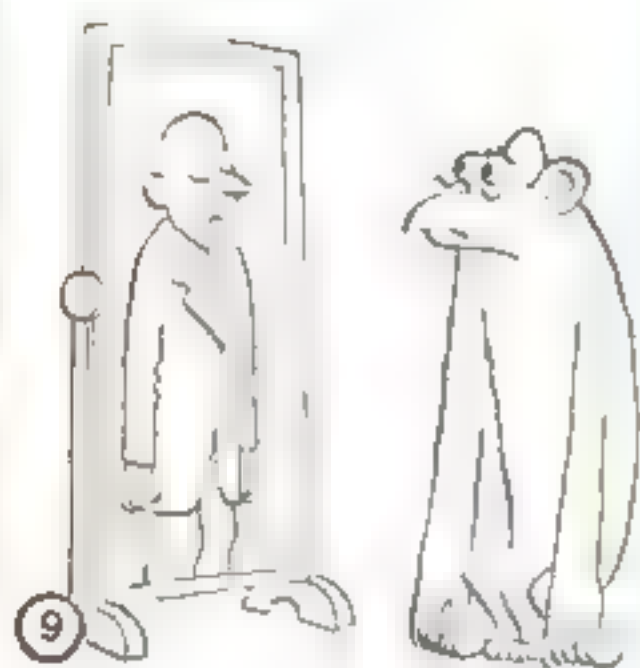
QUICK...NEAT...SECURE

NUACE
MOUNTING
CORNERS

10¢
A PKG.

ACE ART COMPANY
READING, MASS.

COMICS



CONTINUED ON NEXT PAGE

*For Smokers
who want
The
Finest*

"That's when I began
to love Cigars," say
smokers of Robt. Burns
Panatelas de Luxe.



Robt. Burns
Panatela de Luxe
2 for 27¢

THE SOPHISTOCRAT OF CIGARS

Famous Brands



Missouri to California
in 1860 a letter cost
\$1.00 per ounce.

LIKE many Famous Brands of the past, Nesbitt's is taking its place as a Famous Brand of today. People everywhere are asking for Nesbitt's Orange Drink by name because Nesbitt's is the most delicious-pure-refreshing orange drink obtainable. Buy 6 bottles today.



Free
NESBITT'S
ILLUSTRATED
RECIPE BOOKLET

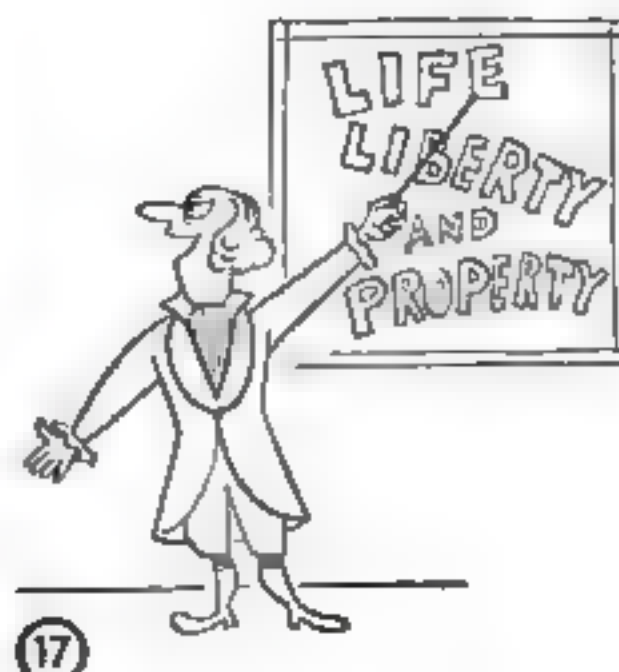
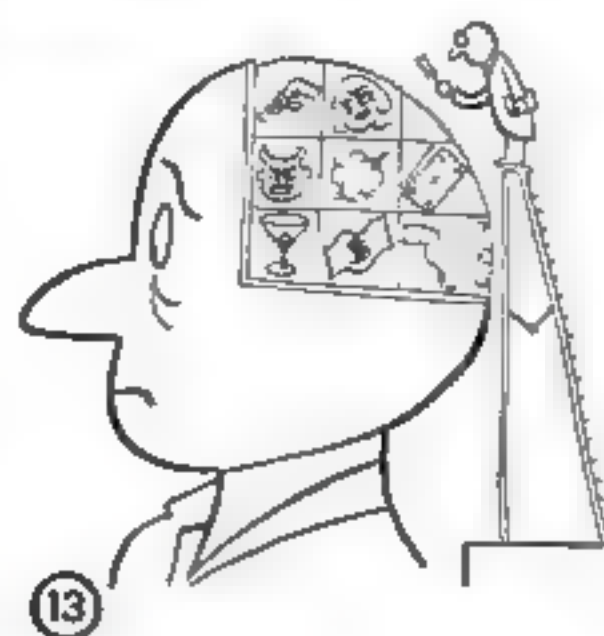
Over 25 delicious
original orange
recipes. Send 6¢ to
cover cost of mailing.



Nesbitt's, 2946 E. 11th St.,
Los Angeles 23, California

A SOFT DRINK
MADE FROM *Real* ORANGES

SCIENCE AND PHILOSOPHY



Year in and year out
you'll do well with the
HARTFORD



—all forms of fire,
marine and casualty
insurance and fidelity
and surety bonds.

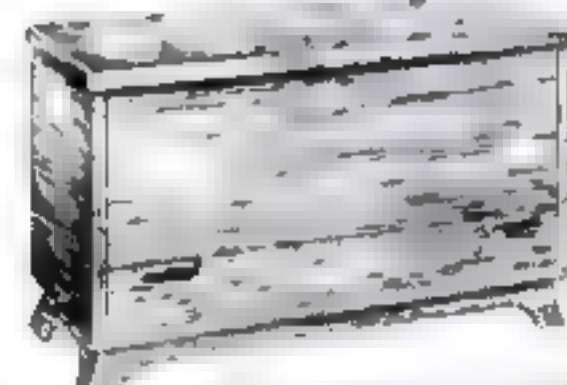
See your Hartford agent
or insurance broker

HARTFORD FIRE
INSURANCE COMPANY
HARTFORD ACCIDENT
AND INDEMNITY COMPANY
HARTFORD LIVE STOCK
INSURANCE COMPANY
HARTFORD 15, CONNECTICUT

THE *Lifetime* GIFT FOR

★ Her Birthday
★ Her Anniversary
★ Her Wedding

LANE CEDAR
HOPE
CHEST



No. 2452—"Miss America" in
four different finishes: shown in
lined White Oak—also in Walnut,
Cordovan Mahogany or Silver
Grey Walnut. Full length
drawer in base.

\$69.95

A LASTING REMEMBRANCE
For Daughter—Sweetheart
Sister—Wife—Mother

Don't Delay!

Join your dealer's LANE Christmas
Lay A Way Club today. The easy
way to make Christmas dreams
come true.

• Lane Cedar Chests at all furni-
ture and department stores.
• Guaranteed Moth Protection

THE LANE COMPANY, Inc., Altavista, Va.
Write attention Dept. L41 for any information desired.

CONTINUED ON PAGE 21

A man in a straw hat and poncho playing a guitar, surrounded by corn and peppers.

Cosecha Nueva

(NEW PACK)

Niblets BRAND Mexicorn



This is a mucho gav day for corn — the day when your grocer unveils the new pack of Niblets Brand Mexicorn. Never were the golden kernels more tender — never were the red and green peppers sweeter. Every year, you know, the Green Giant's work improves. Reach for the cans that show him wearing his Mexican hat!

© 1964 Niblets Brand, Inc. All rights reserved. Niblets Brand is a registered trademark of Niblets Brand, Inc. U.S. Pat. 2,811,111. Made in U.S.A.

Just imagine!

Sue had never tried KRAFT Mayonnaise!



"Well, she tried it first in
her special Avocado Salad

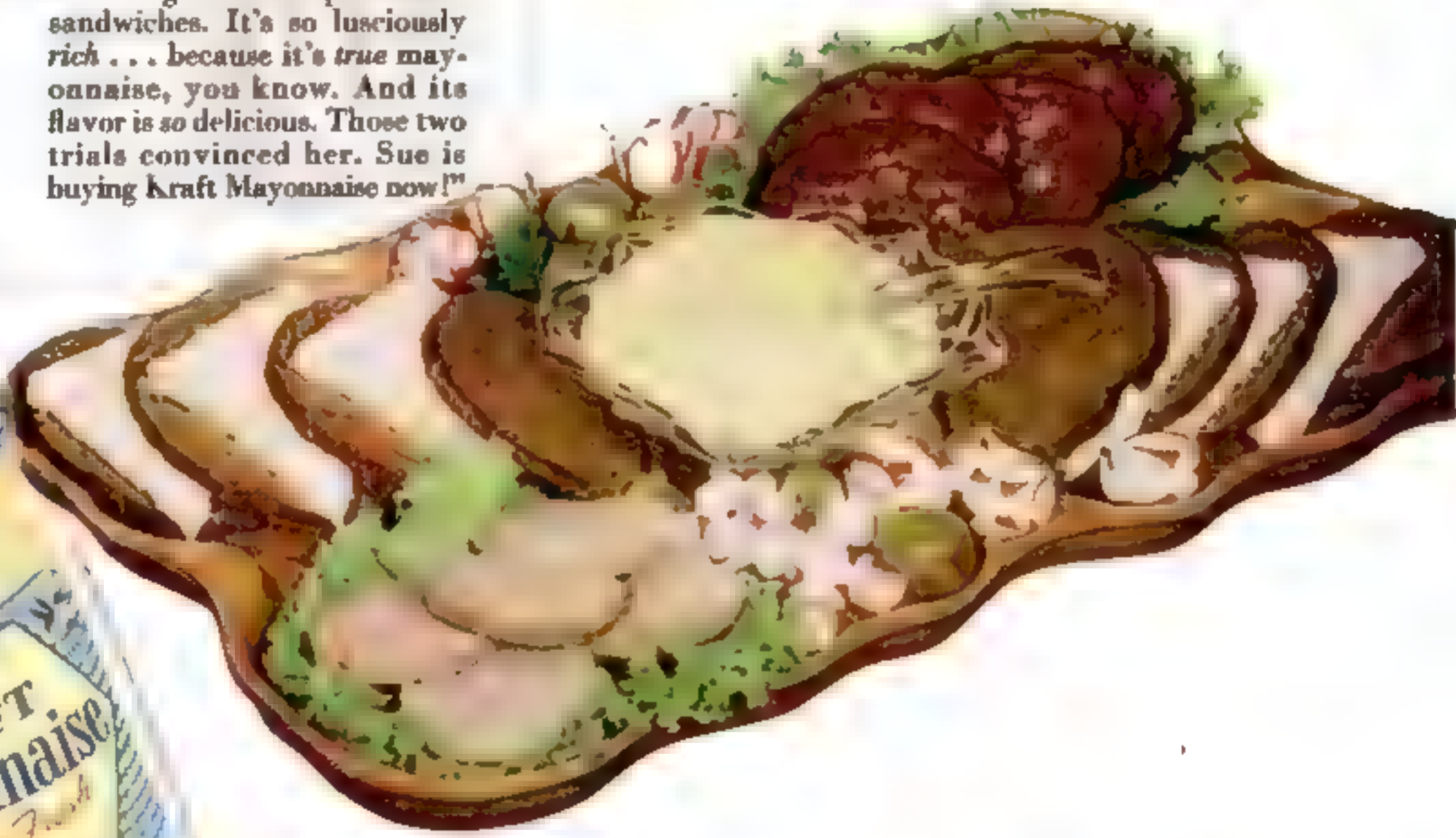
... you know, the one with tomato
aspic topping the pears. And was she
delighted! She'd never believed a
'bought' mayonnaise could have such
exquisite flavor, so delicate ... and so
flattering to everything it's served
with. I told her, that's exactly why so
many of us switched to Kraft's ages
ago. As for texture—she agreed, Kraft
Mayonnaise has a satin smoothness
homemade mayonnaise can't equal."



"and then in sandwiches

Well, of course Kraft
Mayonnaise is the
grandest spread for
sandwiches. It's so lusciously
rich ... because it's *true* may-
onnaise, you know. And its
flavor is so delicious. Those two
trials convinced her. Sue is
buying Kraft Mayonnaise now!"

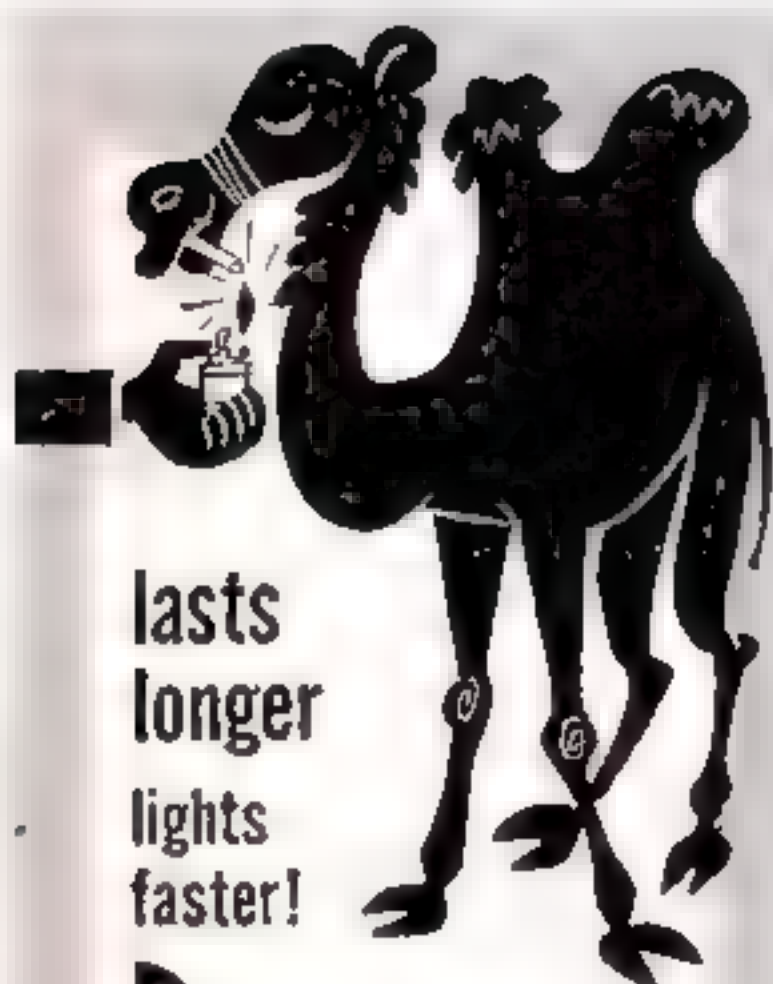
How about YOU ... have you tried Kraft
Mayonnaise? If not, you've a happy sur-
prise ahead. For Kraft's is true mayon-
naise at its finest ... a master blend of
superb ingredients. Satiny smooth, lux-
uriously rich, most exquisite in flavor,
Kraft Mayonnaise is the choice of women
who are hard to please. Do try it ... soon.



A master blend
of really
choice
ingredients



True mayonnaise at its finest



lasts
longer
lights
faster!

RONSONOL
LIGHTER FUEL

best
for
all
lighters

4 oz.
can
25¢



P.S. Use RONSON Redskin 'Flints'

by **RONSON** world's greatest
lighter specialists



**MOM GIVES 'EM
A LIFT...**

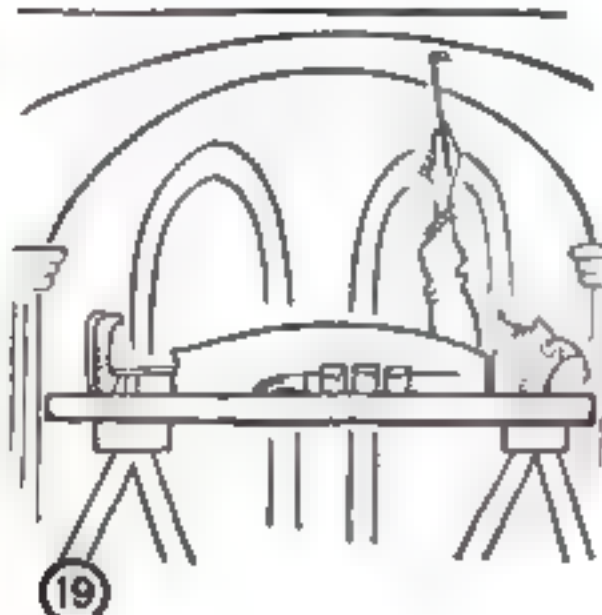
when she serves delicious Cocomalt at
breakfast! Cocomalt has extra energy
that gets kids off to a flying start—
extra vitamins and min-
erals that help to
build strong bodies
and sturdy bones.
Kids love that
Cocomalt flavor,
hot or cold



SERVE
Cocomalt
TODAY

Made by the Makers of Davis Baking Powder
and SWE's for Fudge and Frosting.

MUSIC AND ART



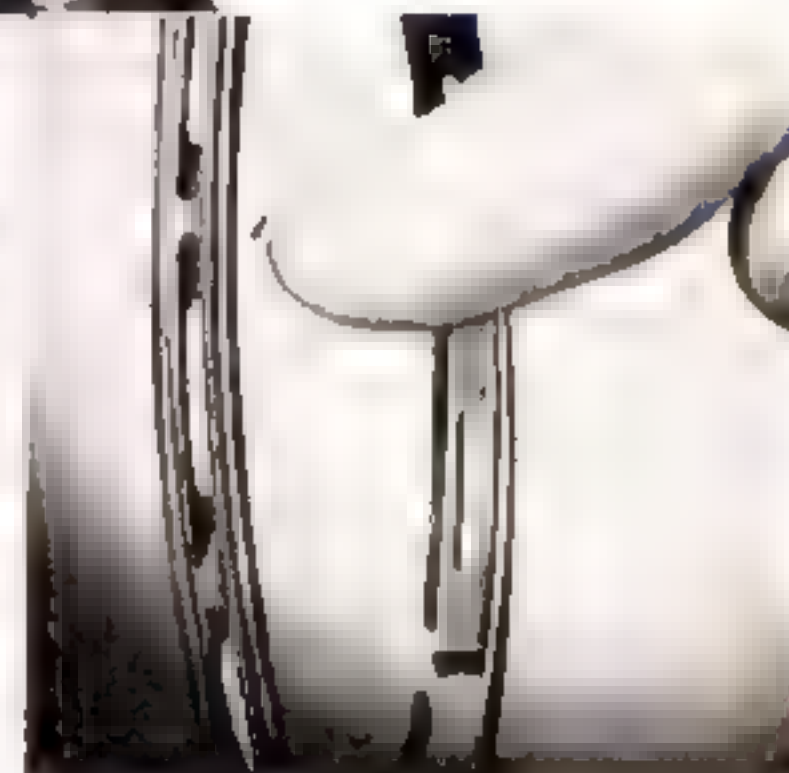
CONTINUED ON NEXT PAGE



**MEET THE
PISTON RING
WITH A
"DOUBLE-LIFE"**



"'Double-life' is the best way I can de-
scribe how Genuine Ford Replacement
Piston Rings live a protected life while they
are 'wearing-in,' and an extra-long, smooth-
running life thereafter," the mechanic said.



"During the first 'life,' this cast-iron section
of the 4-section Oil Ring extends slightly
beyond the steel sections to seat the ring
gradually and evenly before the harder steel
touches the cylinder wall.



"Then, in the second 'life,' this expander
section goes to work on the steel sections as
well as the iron, with 14 points of contact—
twice the usual number. Thus, it equalizes
pressure against cylinder walls evenly and
smoothly for maximum power, minimum oil
use and quiet performance.



"And this 'double-life' benefit is not all!
Every Genuine Ford Piston Ring is pre-
cision-built, with highest quality metals
selected for strength, resistance to high tem-
perature and wear. Yet a set of Genuine
Ford Rings costs far less than any other
replacement set for Ford engines."



Available wherever you see
this sign at all Ford Dealers
and selected independent garages.

**KEEP YOUR FORD
ALL FORD**



**"LIKE ALL
GENUINE
FORD PARTS,
GENUINE FORD
PISTON RINGS
SAVE YOU TIME,
MONEY AND
MEAN REAL
SATISFACTION!"**

Don't hurry—
the toast will "keep"!



See the General Electric Automatic Toaster at your dealer's. \$22.95*

New Streamlined General Electric Automatic Toaster
pops up toast, or keeps it down till you're ready for it!

Toast—when you want it!



Now—without any "timing" on your part you can have your eggs and toast ready at the same time! With the new General Electric Toaster, you can keep toast ready and waiting *inside!* For the prompt members of the family, just set it to pop up toast for immediate use.

Toast—as you like it!



This General Electric Toaster toasts every slice to taste—light, medium or dark. Just set the control, it won't matter if you toast one slice or twenty. You get every slice exactly the way you want it.

So quick to clean!



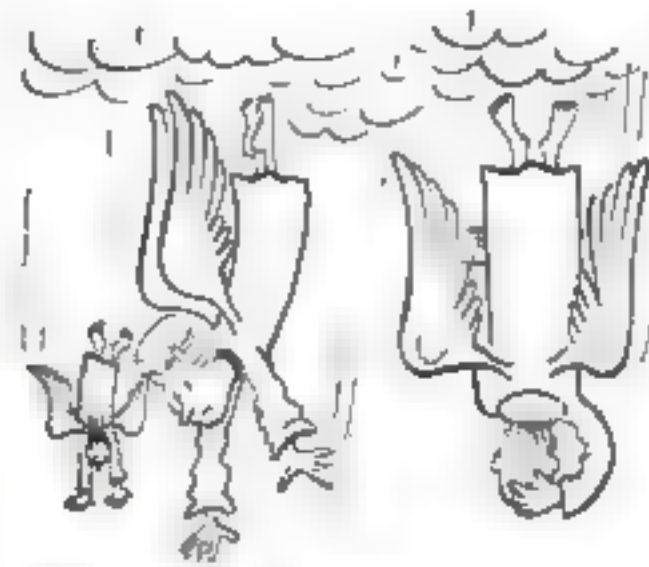
This new, slimmer, streamlined General Electric has a Snap-in Crumb Tray for quick, easy cleaning. It won't take you a minute to snap it out, clean it, and snap it in again.

*Price subject to change without notice.

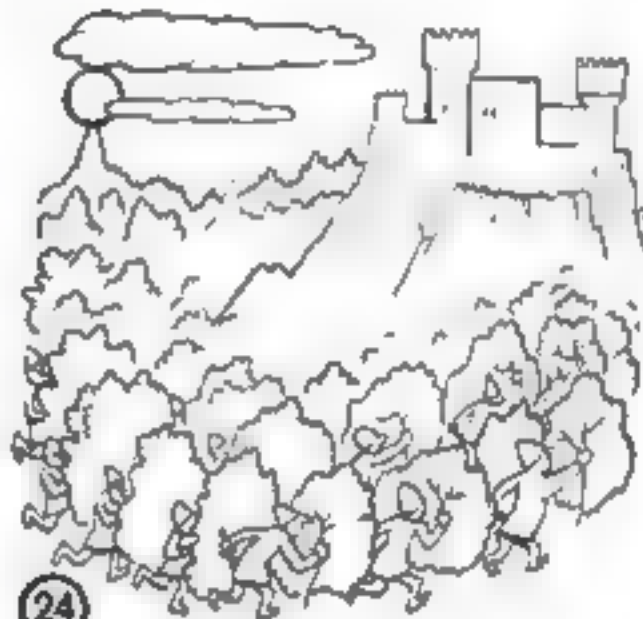
"Toast to Your Taste—Every Time"

GENERAL  ELECTRIC

LITERATURE



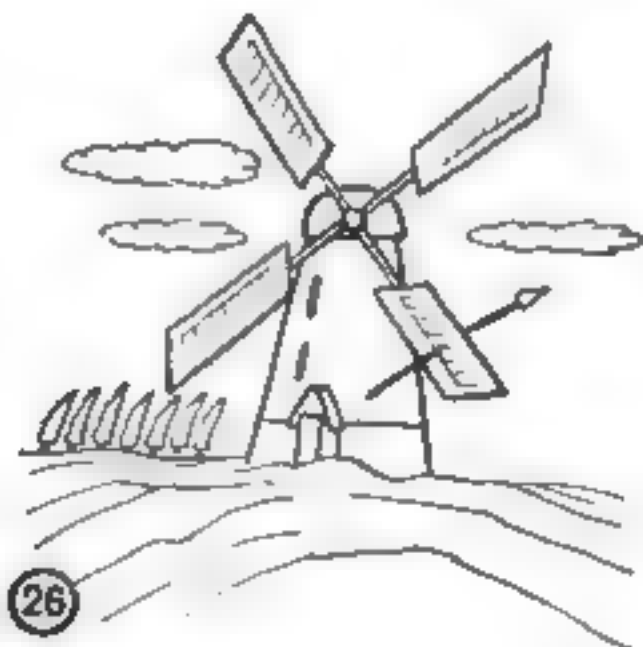
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Fun with Food

By **ELSIE**
the Borden Cow



Married to a male who must have a bedtime snack?

LIEDERKRANZ BRAND CHEESE is for you! On a cracker the hearty flavor of Liederkranz is out of this world.



On thin slices of rye bread, its mellow flavor is magnificent! One bite and you'll be a Liederkranz-lover forever!

Besides being a snack-time delight, Liederkranz makes a spiffy dessert, too! Remember, there's only one Liederkranz and Borden's makes it! Enjoy some—today!

©The Borden Company

Folks who know cheese say "Borden's, please"

NOW!

BRIGGS

SMOKES 3 WAYS BETTER*



1. Stays lighted longer
... by 19%

2. Cleaner burning
... by 16.4%



3. Less tar
... by 21.6%

So today...

Put this in your pipe



and smoke it!

Also available in Canada

*You'll enjoy it
for YEARS!*

RESTONIC

Triple Cushion
THE MATTRESS WITH
LOCKED-IN COMFORT!



These PADLOCK inner fasteners lock
cotton layers to coils, prevent shifting
into lumps, make comfort last.

AT YOUR
DEALER'S

RESTONIC CORP., CHICAGO 11, ILL.



How to put stars
in a little girl's eyes

GIVE HER A REAL

Thayer

DOLL CARRIAGE



Little doll mothers love a carriage
that's "just like a real baby's". Thayer
Folding Doll Carriages are exact doll-
sized editions of America's finest baby
carriages. Choice of many styles to suit
every purse. The popular new model
in gay plaid upholstery is just one of
the beauties awaiting your daughter in
your dealer's Thayer Wonderland. Send
10¢ for your copy of "SALLY LOU AND
MINERVA, HER DOLL" to Thayer, Inc.,
Dept. L-11, Gardner, Mass



LITERATURE CONTINUED



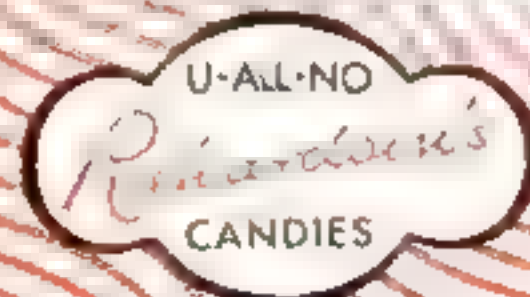
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Taste Thrills Galore!

Richardson's STRIPED MINT



All Richardson's Candies are always FRESH in
cellophane packages at Food Stores, Variety and
Drug Stores (Never sold in bulk). To be sure of Quality,
Freshness and Flavor look for the Richardson's Name.



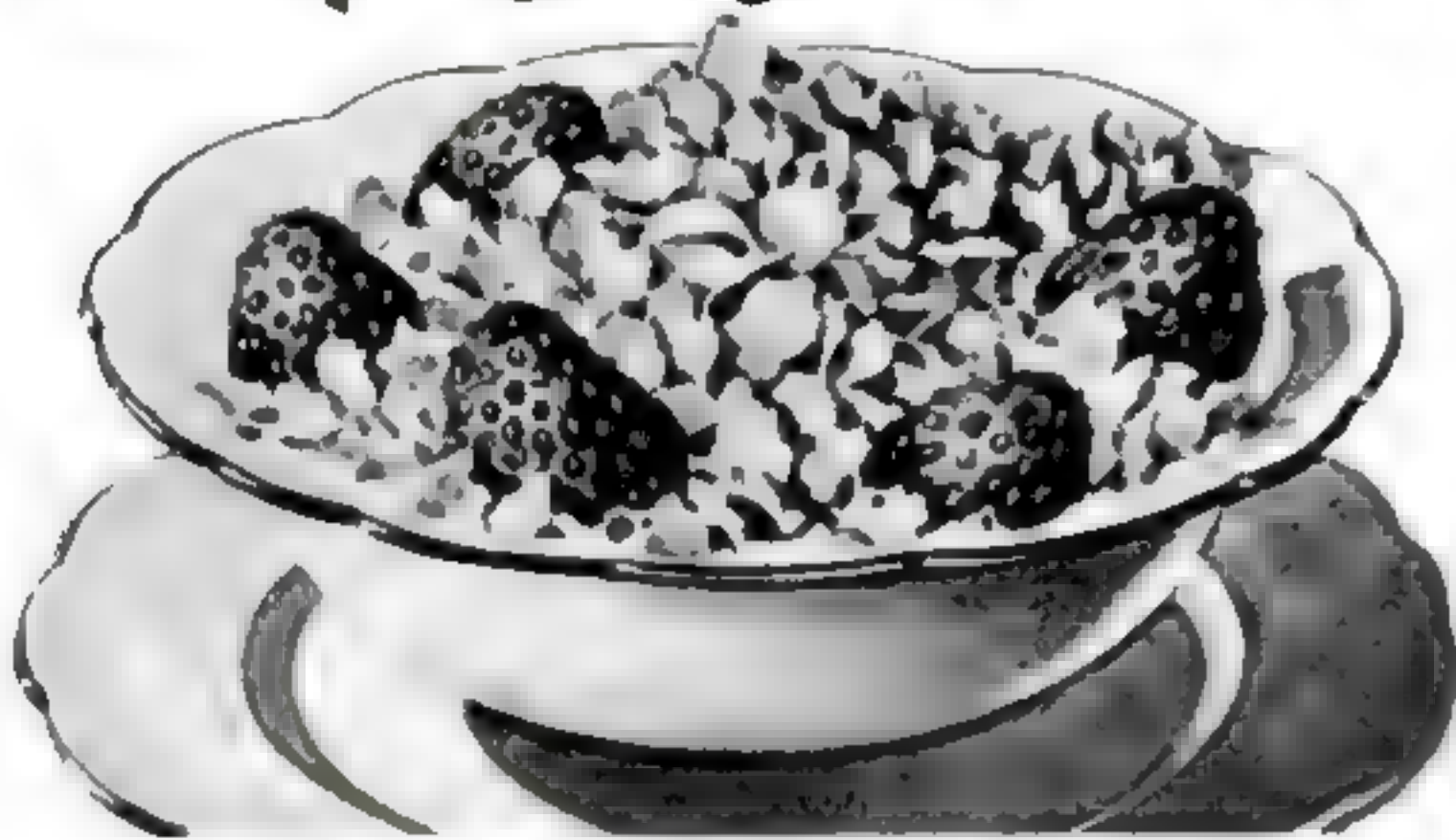
Trade Mark Registered
U.S. Patent Office

Thos. D. Richardson Co., Philadelphia 34, U. S. A.

Growin' Pretty: Growin' Big



Daddy's girl goes for PEP



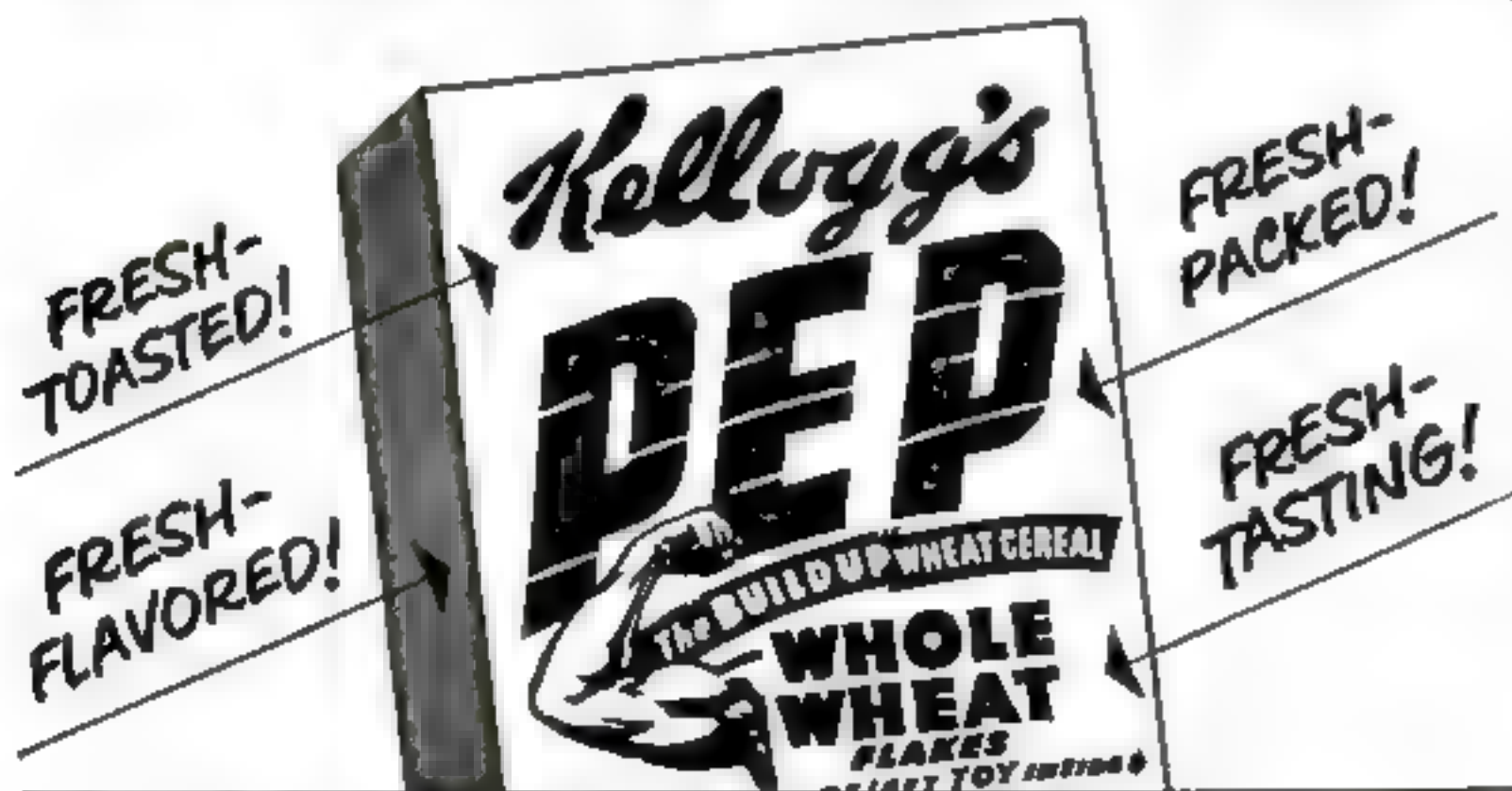
the "BUILD UP" WHEAT CEREAL

Crispy! Delicious! Crackling with all the nourishing goodness of wheat! PEP has more "builder-upper" vitamins than any other ready-to-eat wheat flakes cereal.

Only PEP supplies a full day's need of "Sunshine" Vitamin D in every bowl-

ful. Only PEP is twice as rich as whole wheat in Vitamin B₁. It contains iron too—essential for good, red blood.

So—for a bone-growing, muscle-building, tooth-developing, energy-giving breakfast—serve delicious Kellogg's PEP with cool, fresh milk.



HERE ARE THE ANSWERS

HISTORY AND POLITICS

1 Sir Walter Raleigh spreads his cloak on a puddle for Queen Elizabeth. 2 King John signs Magna Carta under pressure from his nobles in 1215. 3 The "Tennis Court Oath" taken on a tennis court in France before French Revolution by members of the Estates-General. 4 Martin Luther nails 95 theses to a church door in 1517. 5 British suffragette, demanding right to vote, chains herself to fence in London. 6 Machiavelli's rule for successful princes—have the courage of a lion and the cunning of a fox. 7 Jean Marat, French revolutionist, is stabbed in his bathtub.

SCIENCE AND PHILOSOPHY

8 Jean Jacques Rousseau, who discussed the simple life and "the noble savage." 9 Charles Darwin and his theory of evolution. 10 Karl Marx, who examined capitalism. 11 Galileo, who dropped unequal weights from the tower of Pisa to prove they fall at the same rate. 12 Newton, whose interest in gravity was aroused by an apple. 13 Sigmund Freud, who developed the theory of psychoanalysis. 14 Saint Augustine, who stole pears as a boy, concluded from this that man was inherently bad. 15 Nietzsche, and his theory of superman—Zarathustra expounds from a mountain-top. 16 Malthus, who worried about overpopulation. 17 John Locke, political philosopher.

MUSIC AND ART

18 Fasner, dragon in Wagner's "Ring" cycle. 19 Michelangelo, who lay on his back to paint the Sistine ceiling. 20 Mozart, who composed minuets at 5. 21 Beethoven, who destroyed the dedication to his *Eroica* symphony in a rage when his hero, Napoleon, made himself emperor. 22 Renoir, who, when old, had to strap his brush to his hand.

LITERATURE

23 Falling angels—Milton's *Paradise Lost*. 24 Birnam wood comes to Dunsinane—Shakespeare's *Macbeth*. 25 The Houyhnhnms, horses who ran a parliament in Swift's *Gulliver's Travels*. 26 A lance and a windmill—Cervantes' *Don Quixote*. 27 "One must cultivate one's garden," a motto from Voltaire's *Candide*. 28 Job, afflicted by God. 29 *The Clouds*, *The Birds* and *The Frogs*, plays by Aristophanes. 30 The seven levels of purgatory in Dante's *Divine Comedy*. 31 Shelley's *Prometheus Unbound*. 32 Rabelais' lusty baby Gargantua.

Fast help for HEADACHE

Upset Stomach • Jumpy Nerves



Today more people than ever before use Bromo-Seltzer. Because this time-proved product gives fast help. Not only for headache pain, but also for the upset stomach and jumpy nerves that often go with it.

Quick! Pleasant! Bromo-Seltzer effervesces with split-second action, ready to go to work at once. And it is so refreshing! You must be satisfied or your money back! Caution: Use only as directed.

Get Bromo-Seltzer at your drug store, fountain or counter today. It's a product of the Emerson Drug Co. since 1887.



FOR HOME PERMANENTS!

And all your cosmetic uses. Dispenses clean cotton as you need it—special top holds wave lotion. New, practical, inexpensive.

COTTON PICKER

Cosmetic and Nursery Cotton
A CUBITY Product

(HAUER • BLAKE)

Division of The Kendall Company, Chicago 16



Get Relief QUICKER

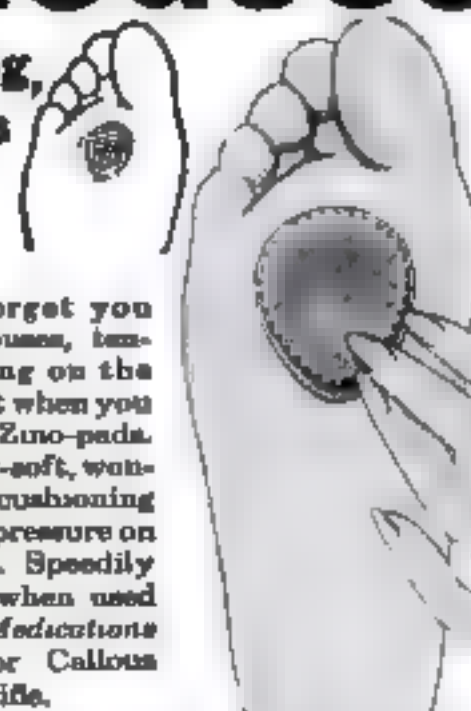
From Your Cough Due to a Cold

FOLEY'S Honey & Tar Cough Compound

Callouses

Pain, Burning, Tenderness Quickly Relieved

You'll quickly forget you have painful callouses, tenderness or burning on the bottom of your feet when you use Dr. Scholl's Zino-pads. These thin, downy-soft, wonderfully soothing, cushioning pads instantly lift pressure on the sensitive spot. Speedily remove callouses when used with the separate Medications included. Ask for Callous oint. Cost but a trifle.



Dr. Scholl's Zino-pads



Light your house with Westinghouse
and **WIN A BIG CASH PRIZE**

OVER 2000 WILL WIN IN THIS WESTINGHOUSE \$28,000 LIGHT BULB CONTEST

Here's a wonderful way to brighten up your house in more ways than one! You buy three Westinghouse light bulbs to enter the contest. They'll do wonders for any room in the house—give you long, efficient service, and better light to see, work, and play by. And... you'll have a chance to win as much as \$5,000, or one of 2032 other attractive prizes. Just complete this sentence in 25 additional words or less:

"I like a brightly lighted home because..."

It's fun for everyone... and anybody can win. It may be you! So don't wait! Get started now—today!

1st PRIZE—\$5,000
2nd PRIZE—\$1,000
3rd PRIZE—\$500
NEXT 30 PRIZES—\$100 EACH
NEXT 1000 PRIZES—\$10 EACH
NEXT 1000 PRIZES—WESTINGHOUSE RS SUN LAMP
BULBS (Retail Value—\$8.50)

HOW TO ENTER

1. Buy three Westinghouse light bulbs and get entry blank from your dealer. Finish this sentence in 25 additional words or less. "I like a brightly lighted home because..."
2. Mail your entry to Westinghouse Light Bulb contest, Box 86, New York 46, N. Y. Contest closes Dec. 4, 1950. Enter as often as you like, but for each entry you must certify that you have bought three Westinghouse light bulbs, giving dealer's name and address.
3. If your dealer has no entry blanks, it is entirely permissible to write your entry on plain paper. You must then buy three Westinghouse bulbs and have dealer sign, stamp or attach sales slip to the paper on which you write your entry. Be sure to print your name and address and dealer's name and address.
4. Prizes for best sentences will be awarded on basis of sincerity, originality and aptness of thought. Judges' decisions are final. Duplicate prizes will be awarded in case of ties.
5. All winners will be notified by mail. Complete prize-winner lists will be mailed to all contestants approximately six weeks after close of contest. Contest limited to United States and Hawaii.

*Enter Early
Enter Often*

For each entry you simply buy 3 Westinghouse 25, 40, or 60 watt Light Bulbs... or buy any Westinghouse bulbs with total cost of 16¢ or more, such as three-lite bulb, silvered bowl bulb, or Westinghouse heat lamp.



YOU CAN BE SURE...IF IT'S **Westinghouse**



NOW...Buy Twice as Much Rexall's

Your Rexall Family Druggist invites you to hear
RICHARD DIAMOND, PRIVATE DETECTIVE—starring
Dick Powell—Wednesdays, 10:30 PM EST, on NBC

RIGHT RESERVED TO LIMIT PURCHASES

AT REXALL DRUG

TOILETRY TIPS

- ☐ Adrienne Bath Powder, 7½ oz. \$1.00 2 for \$1.01
- ☐ Adrienne Face Powder, 5 shades, .75c 2 for 76c
- ☐ Adrienne Lipsticks, fashion-smart, .75c 2 for 76c
- ☐ Adrienne Cologne, subtle, 4 oz. \$1.00 2 for \$1.01
- ☐ Adrienne Bath Salts, 13 oz. \$1.00 2 for \$1.01
- ☐ Adrienne Cold or Cleansing Cream, .75c 2 for 76c
- ☐ Adrienne Hand Cream, softens, .75c 2 for 76c
- ☐ Adrienne Talc, daintily scented, .50c 2 for 51c
- ☐ Lavender Toilet Soap, 3-cake box, .65c 2 for 66c
- ☐ Langlois Dry Skin Soap, box of 4, \$1.35 2 for \$1.36
- ☐ Loris Cologne, exotic, 4 oz. \$1.00 2 for \$1.01
- ☐ Rexall Deodorant Cream, 1½ oz. .50c 2 for 51c
- ☐ Lavender Bath Salts, 13 oz. jar, \$1.00 2 for \$1.01
- ☐ "6480" Talcum, women's, pound tin, 49c 2 for 50c
- ☐ Violet Cerate, beauty cream, 3 oz. .85c 2 for 86c
- ☐ Lavender Cologne, dainty, 4 oz. \$1.00 2 for \$1.01
- ☐ Slique Hand Lotion, smooths, 6 oz. .59c 2 for 60c
- ☐ Lavender Deodorant Cologne, 4 oz. .75c 2 for 76c
- ☐ Lavender Talc for Women 2 for 36c
- ☐ Dainty Deodorant Powder, 4 oz. .35c 2 for 36c

REXALL REMEDIES

- ☐ Rexall Cherry Bark Cough Syrup, 8 oz. 79c 2 for 80c
- ☐ Rexall Rex-Rub, muscle ache relief .89c 2 for 90c
- ☐ Rexall Eysal, a soothing, cleansing eyewash, 8 oz. .59c 2 for 60c
- ☐ White Pine & Tar Compound, cough syrup, 8 oz. .79c 2 for 80c
- ☐ Aspirax Cough Drops, contain aspirin 10c 2 for 11c
- ☐ Rexall Cold Sore Lotion, ¼ oz. .29c 2 for 30c
- ☐ Rexall Foot Powder, soothes tender, tired feet, 4 oz. .29c 2 for 30c
- ☐ Corn Solvent, painless corn remover, 29c 2 for 30c
- ☐ Rexall Gypsy Cream, soothing, greaseless skin lotion, 8 oz. .59c 2 for 60c
- ☐ White Pine Tar & Wild Cherry, cough syrup, 3 oz. .39c 2 for 40c
- ☐ Rexall Fungi-Rex, greaseless ointment for athlete's foot, 1½ oz. .63c 2 for 64c
- ☐ Rexall Monacet Tablets, A.P.C. compound, 25's 2 for 30c
- ☐ Rexall Little Pills, laxative, 100's .35c 2 for 36c
- ☐ Antacid Gas Tablets, 40's 35c 2 for 36c
- ☐ Analgesic Liquid, rubbing liniment .63c 2 for 64c
- ☐ Rexall Puretest Milk of Magnesia, finest quality, pint 50c 2 for 51c
- ☐ Rexall Throat Gargle, reduces soreness . 2 for 70c
- ☐ Rexall Lanolin, soothes chafed skin, 1 oz. tube 27c 2 for 28c
- ☐ Rex-Salvix, antiseptic burn salve 1½ oz. 53c 2 for 54c
- ☐ Carbolic Salva, burn dressing, 2 oz. .35c 2 for 36c
- ☐ Rexall Vapure, inhalant to reduce nasal congestion due to colds, ¼ oz. .59c 2 for 60c
- ☐ Rexall Eye Drops, soothe, cleanse, .35c 2 for 36c

Buy for Months—They Keep REXALL ASPIRIN



No faster-acting aspirin made! When swallowed with water, Rexall Aspirin disintegrates before it reaches your stomach.

Reg. 54c bottle
100 5-grain tablets

2 For 55c

REXALL Mi-31

America's 3-Way Mouthwash

Reg. 69c Pint

2 For 70c



An ideal mouthwash, gargle and breath deodorant full strength Mi-31 kills contacted germs in seconds, yet won't harm delicate membranes of the mouth and throat. It's tangy, zippy, refreshing!

REXALL ALCO-REX RUBBING ALCOHOL



Don't miss this money-saving chance to stock up—for medicine chest and gym locker—on this cooling, invigorating body-rub for athlete or invalid. Its rapid evaporation helps reduce body temperature in fevers.

Reg. 43c Pint

2 For 44c

Less "Earthy" Taste REXALL MILK OF MAGNESIA

Because of its special formula . . . because of the purity of its ingredients . . . this popular antacid-laxative is so mild, so creamy-smooth and free from unpleasant grittiness, that even children can spot the difference.

Reg. 39c Pint

2 For 40c



Lavender Mentholated SHAVE CREAM



BRUSHLESS OR LATHER

Leaves your face cool as a Spring breeze . . . smooth as a baby's. Sets up whiskers for quick, close, no-sting, no-neck shaving pleasure.

Reg. 49c

3¼ oz. tube

2 For 50c

Positively Less Irritating . . . REXALL PRO-CAP ADHESIVE TAPE



Developed by years of research, it sticks better . . . stays put longer . . . is less irritating than ordinary adhesive plaster.

1" x 5-YD. ROLL

Reg. 35c

2 For 36c

Check These Money Savers

Not 1c Sale Merchandise, but exceptional values too good to miss!

- ☐ Elegant Facial Tissues 300's 2 for 33c
- ☐ "\$50,000" Chocolate Syrup, home-size . . . 2 for 23c
- ☐ Rexall Puretest Mineral Oil pint 2 for 86c
- ☐ Rexall Beef, Wine & Iron, tonic pint 2 for \$1.41
- ☐ Rexall Epsom Salts, medicinal lb. 2 for 41c
- ☐ Klenzo Nylon Tooth Brush, assorted 2 for 36c
- ☐ Rexall Witch Hazel, astringent pint 2 for 56c
- ☐ Rexall Camphorated Oil, liniment 4 oz. 2 for 56c
- ☐ Rexall Analgesic Balm, medium size 2 for 56c
- ☐ Cascara Comp. Tabs., Hinkle, lax. 100's 2 for 46c
- ☐ Pine Oil Disinfectant, No. 6 pint 2 for 96c
- ☐ Tincture Benzoin Compound 1 oz. 2 for 41c
- ☐ Rexall Castor Oil, mild action 3 oz. 2 for 36c
- ☐ Rexall Lanolin Soap, 3 cakes to box 2 for 86c
- ☐ Rexall AGA-REX Compound, lax. pt. 2 for \$1.11
- ☐ Rex-Seltzer, alkalizing tablets 25's 2 for 56c
- ☐ Rexall Zinc Oxide Ointment 1 oz. tube 2 for 26c
- ☐ Klenzo Hand & Nail Brush, long, lasting . . . 2 for 36c
- ☐ Mascal's Hand Cream, 6¼ oz. jar 2 for 51c
- ☐ Milk of Magnesia Tooth Paste 3¼ oz. 2 for 51c
- ☐ Rexall Spirits Ammonia, aromatic 1 oz. 2 for 30c
- ☐ Elkey's Insecticide, 5% DDT pint 2 for 50c
- ☐ Rexall Boric Acid Ointment, white 1 oz. 2 for 26c
- ☐ Rexall Milk of Magnesia Tabs. 36's 2 for 26c

- ☐ Rexall Spirits Camphor 1 oz. 2 for 38c
- ☐ Rexall Antiseptic Baby Oil 6 oz. 2 for 58c
- ☐ Rexall Baby Lotion, antiseptic 6 oz. 2 for 58c
- ☐ Cocoa Butter Sticks, softens skin ¾ oz. 2 for 31c
- ☐ Klenzo Germicidal Soap, 1% strength 2 for 31c
- ☐ Rexall Styptic Pencil,umbo-size 2 for 16c
- ☐ Rexall Baby Powder, antiseptic 4 oz. 2 for 30c
- ☐ Rexall Liquid Deodorant 2 oz. 2 for 36c
- ☐ Rexall Shave Cream, brushless or lather . . . 2 for 36c
- ☐ Belmont Cement, all-purpose household, 2 for 26c
- ☐ Monreale Imported Pure Olive Oil, 12 oz. 2 for \$1.26

VITAMIN VALUES

- ☐ Rexall Cod Liver Oil, high potency, pt. 2 for \$1.41
- ☐ Rexall Panovite ABCD & G Caps. 100's 2 for \$3.20
- ☐ Rexall ABCD Capsules 100's 2 for \$1.66
- ☐ Rexall Beta Caps, vitamin B 100's 2 for \$2.11
- ☐ Rexall Polycaps, child's multi-vitamins 2 for \$2.01
- ☐ Rexall Percocod, A&D Vitamins 110's 2 for \$1.01
- ☐ Rexall A&D Tablets, child's 100's 2 for \$1.21
- ☐ Rexall Halbut Liver Oil Capsules, 50's 2 for \$1.11
- ☐ Rexall Yeast & Iron Tabs. 100's 2 for 76c
- ☐ Brower's Yeast Tabs., B-Complex, 100's 2 for 51c

...You can depend on any drug

For a Penny More! 1¢ Sale

STORES EVERYWHERE

SALE DAYS

Thursday - Oct. 19

Friday - - - Oct. 20

Saturday - Oct. 21

through Monday - Oct. 23

USE THIS AD AS YOUR SHOPPING LIST... AND ORDER IN ADVANCE! Your Rexall Druggist will gladly lay away your order to be picked up by you anytime during the sale.

- ☐ Rexall Saccharin Tablets, 1000's, 1/4 gr. 86c 2 for 87c
- ☐ Helen Cornell Hormone Cream, \$1.00 2 for \$1.01
- ☐ Rexall Hygienic Powder, 6 oz. . . . 65c 2 for 66c
- ☐ Rexall Tincture Iodine & applicator . . . 2 for 30c
- ☐ Mascal's Hand Lotion, almond, pint, 59c 2 for 60c
- ☐ Rexall Cold Tablets, Special, 30's . . . 39c 2 for 40c
- ☐ Rexall Mercurochrome & applicator . . . 2 for 26c
- ☐ Adrienne Powder Puff, 3/4" 15c 2 for 16c
- ☐ Silque Cream Shampoo, 4 oz. jar or tube 95c 2 for 96c
- ☐ Medford Envelopes, white 6 1/2", 22's . . 10c 2 for 11c
- ☐ "Tiny Tot" Pops, 10 luscious lollipops . 10c 2 for 11c
- ☐ Cascade Christmas Wrapping Paper, 2 for 11c

Tasteless... Heavy REXALL PETROFOL MINERAL OIL

Reg. 59c Pint

2 For 60c



Gentle, non-habit forming...odorless and colorless...specially refined for heavy body. Stock up at this saving.

Day-Long Daintiness *Lavender* BATH POWDER

A fragrant, fine textured dusting powder that absorbs perspiration, cools and smooths the skin, assures all-day protection. A remarkable bargain.

Reg. \$1.00 9-oz. box

2 For \$1.01



MEDICINE CHEST VALUES

- ☐ Rexall Boric Acid, powder crystals, 33c 2 for 34c
- ☐ Rexall Saccharin Tabs., 1000's 1/2 gr. 2 for \$1.04
- ☐ Cascara Sagrada, aromatic fluid extract 4 oz. 85c 2 for 86c
- ☐ Rexall Aspirin Tabs., 36 in handy tin, 27c 2 for 28c
- ☐ Rexall Glycerin, skin softener, 3 oz. 49c 2 for 50c
- ☐ Glycerin & Rose Water Lotion, 4 oz. 37c 2 for 38c
- ☐ Rexall Soda Mint Tablets, antacid, 140's, 2 for 36c
- ☐ Rexall Epsom Salts, medicinally pure 4 oz. 17c 2 for 18c
- ☐ Rexall Quick-Acting Plaster 50c 2 for 51c
- ☐ Essence Peppermint, warms stomach 47c 2 for 48c
- ☐ Rexall Toothache Drops, big-size, . . . 25c 2 for 26c
- ☐ Thiamin Hydro. Tablets, Vit. B, 100's 2 for \$1.99
- ☐ Rexall Nose Drops, aqueous, 1 oz. . . 43c 2 for 44c
- ☐ Rexall Tincture Green Soap, 4 oz. . . . 37c 2 for 38c
- ☐ Rexall Castor Oil, aromatic, 3 oz. . . . 43c 2 for 44c
- ☐ Rexall Boric Acid Solution, 4 oz. . . . 25c 2 for 26c
- ☐ Rexall Laxative Cold Capsules, 20's 79c 2 for 80c
- ☐ Rexall Headache Tablets, (M.N.) 24's 2 for 30c
- ☐ Rexall White Liniment, 4 oz. . . . 33c 2 for 34c
- ☐ Rexall Alum, Powder, 4 oz. 25c 2 for 26c
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- ☐ Rexall Surgical Powder, 1oz. . . . 25c 2 for 26c
- ☐ Rexall Rhinitis Tablets, full strength, 30's 2 for 30c
- ☐ Nasal Spray, with Ephedrine, 1/2 oz. 29c 2 for 30c
- ☐ Rexall Laxative Cold Tablets, 24's 33c 2 for 34c
- ☐ Rexall Penetrating Liniment, 3 oz. 35c 2 for 36c
- ☐ Rexall Nasal Jelly, with Ephedrine 29c 2 for 30c

STATIONERY SAVINGS

- ☐ Lord Baltimore, 24 flat sheets, 24 env. 75c 2 for 76c
- ☐ Lord Baltimore Royalty, 24 large sheets with 24 matching envelopes 85c 2 for 86c
- ☐ Floral Sheets, 14 sheets, 14 env. . . . 29c 2 for 30c
- ☐ Cascade Notes, 8 emboss. & bord., 8 env. 2 for 26c
- ☐ Keepsake Floral Notes, 40 sheets and 40 matching envelopes 50c 2 for 51c
- ☐ Lord Baltimore Notes, 24 folded, 24 env. 2 for 71c
- ☐ Wedgewood Envelopes, size 10, 18's, 15c 2 for 16c
- ☐ Medford Linen Envs., White, 5 1/2" 20's 2 for 11c
- ☐ Lead Pencils, Old Colony, hard or soft . 2 for 6c
- ☐ Varsity Filler Paper, 2-hole, 10 1/2 x 8 10c 2 for 11c
- ☐ Academic Composition Book, 10" x 8", 15c 2 for 16c
- ☐ Medford Tablets, Plain or Ruled . . . 10c 2 for 11c

Save Now on CHRISTMAS CARDS

Fresh and distinctive assortments at money-saving prices. Buy now!



MEDFORD... 21 smartly different, gayly colorful cards.

Reg. 59c **2 For 60c**

CASCADE... 18 extra-large, beautifully designed greetings.

Reg. \$1.00 **2 For \$1.01**

Stationery Scoop Cascade Elite LINEN POUND PAPER

Your correspondence has real distinction on this exquisite linen pound paper. 50 white single flat sheets at an all time bargain price.

50 Sheets Reg. 65c

2 For 66c

50 MATCHING ENVELOPES

Reg. 65c **2 For 66c**



HOUSEHOLD HELPS

- ☐ Wickstyle Household Deodorant, 6oz. 59c 2 for 60c
- ☐ Floor-Brite Liquid Wax, no-rub, pint, 59c 2 for 60c
- ☐ No. 6 Disinfectant, dilute with water for personal use or as household disinfectant, pt. 64c 2 for 65c

Super values while stocks last DURING 1¢ SALE ONLY - PURCHASES LIMITED

Help Prevent Tooth Decay Pleasantly REXALL AMMONIATED TOOTH PASTE



Now... all the cavity-preventing action of the University of Illinois formula plus pleasant after-taste and thorough cleansing!

3 tubes **79c**

A First-Aid Must...

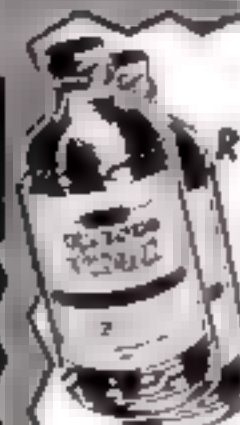


Rexall QUIK-BANDS

Plain or Mercurochrome

Sterile, adhesive-tipped, gauze bandages...easy to open...easy to apply. Stock up while you have this price-slashed chance!

Pack of 36
Reg. 29c
NOW 19c



Ruby-Red... Cinnamon-Flavored

REXALL KLENZO MOUTHWASH

Reg. 69c

Pint

2 For 70c

Good-tasting...astringent... destroys contacted germs... deodorizes unhappy breath.

BUYS FOR BABY

- ☐ Hall's Borated Baby Talc, full pound, 49c 2 for 50c
- ☐ Nursery Castile Soap, pure, m. d., 19c bar 2 for 20c
- ☐ Rexall Baby Cough Syrup, 3 oz. 30c 2 for 31c

DENTAL BARGAINS

- ☐ Rexall Ammoniated Tooth Powder, 3oz. 39c 2 for 40c
- ☐ Dental Floss, Acetate Vial, 30 yd. . . . 25c 2 for 26c
- ☐ Rexall Denturex Adhesive Powder, 3oz. 55c 2 for 56c
- ☐ Rexall Denturex Plate Cleanser, 5 oz. 50c 2 for 51c
- ☐ Rexall Denturex Adhesive Jelly, 1 oz. 35c 2 for 36c
- ☐ Sodium Perborate, flavored, 4 oz. 43c 2 for 44c

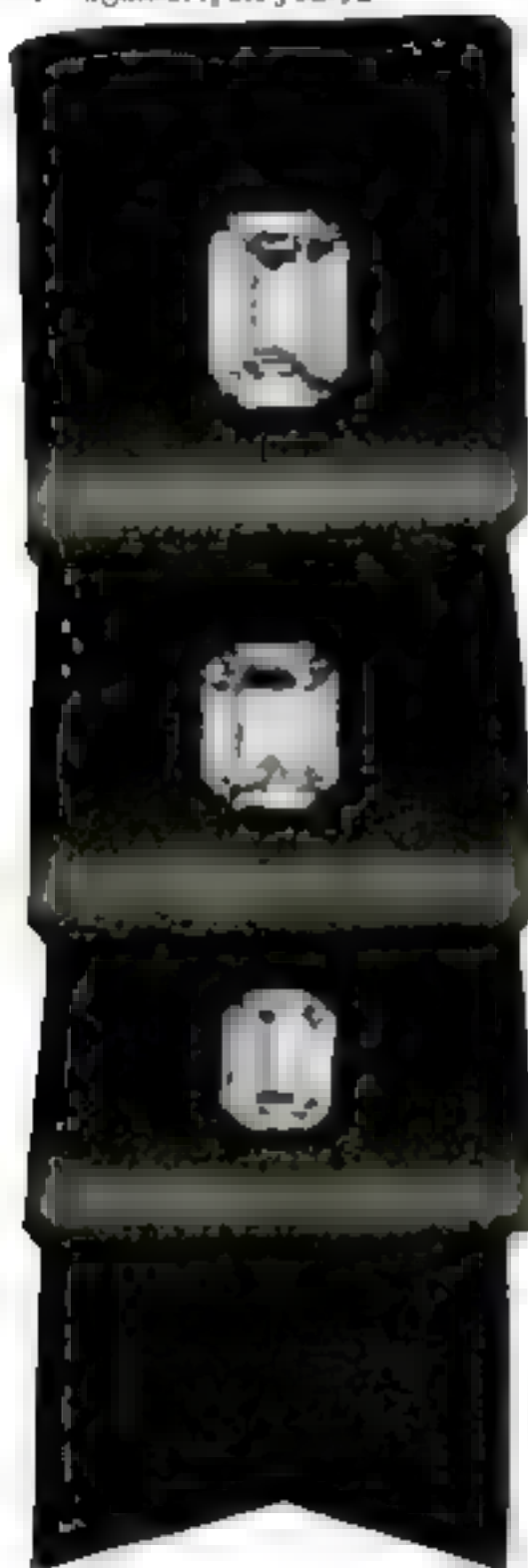
Rexall

DRUGGISTS OF AMERICA

Prices listed in this advertisement that refer to size or value represent the manufacturer's suggested full retail price. Cosmetic items are subject to Federal Tax. Rexall Drug Co., Los Angeles 48, California. Prices, items and dates may vary slightly in Canada.

product that bears the name Rexall

Octagon set, on job \$3

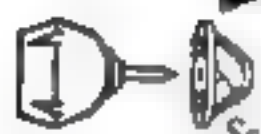
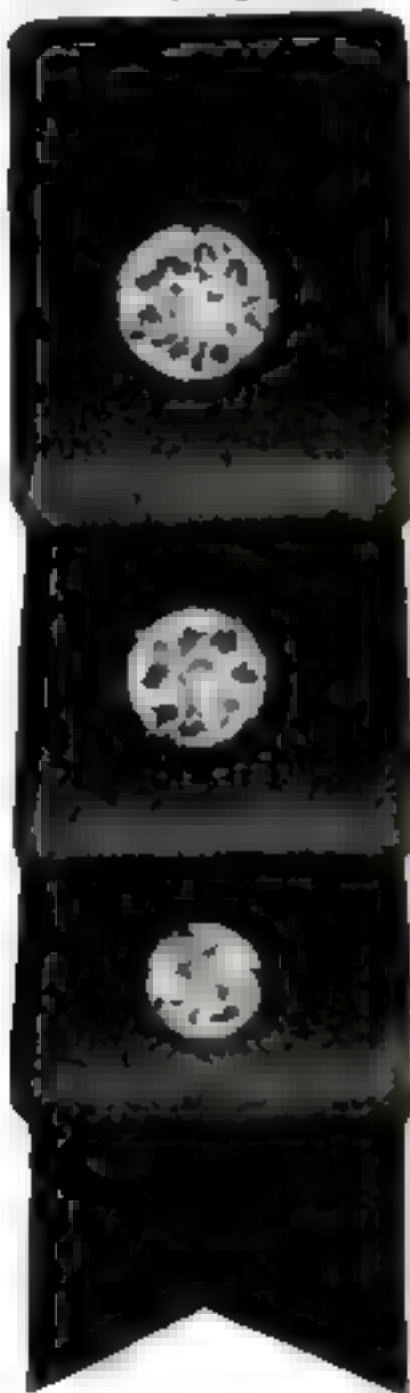


Marvella

Scatter Brilliants

Set of 3 individual, sparkling, imported rhinestones...crystal-clear, designed to be worn anywhere—with or without the rich velvet job. Wonderful Fall fashion touch for pocket, for belt, for collar...for where one's fancy directs. With bright rhinestone earrings designed to match.

Round set, on job \$2



Look for Marvella Scatter Brilliants, easily attached with gripper clasp, mounted on velvet job. Prices plus Fed. tax, at your favorite store.



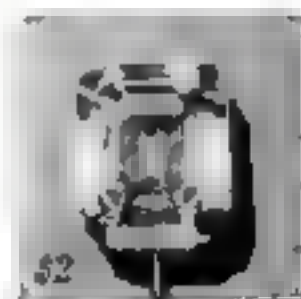
for blouse



for collar and hat



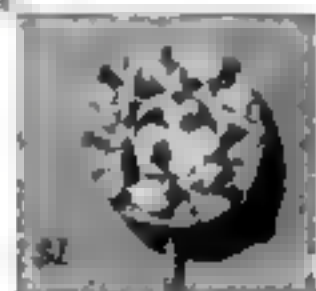
Drop Earrings



Stud Earrings



for pocket



\$2



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Only selected varieties of fruits and
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superior freezing qualities—are fresh-
frozen by Stokely's Honor Brand. Yet,
these finest frozen foods cost you less.
Try Honor Brand
Frozen Foods and
Juices soon. You'll
serve the best and
still save!

A DIVISION OF STOKELY-VAN CAMP



LOOK FOR THIS SEAL OF SATISFACTION



IN PINE BEDDING AND FURNITURE



FOR BEST RESULTS
SHAVE WITH..



Mr. PEANUT
Salt and Pepper Shakers

New, colorful table fad. Lustrous plastic
3 1/4 in. high. Send only 20c and two
empty PLANTERS PEANUTS bags
per set. Your choice: red, blue,
ivory or green. Order today.
Address PLANTERS PEANUTS,
Dept. 19, Wilkes-Barre, Pa.



It's amazing what you can learn from a twelve-year-old!



Our twelve-year-old likes to pick her own clothes and does it mighty well. She's the one who picked NEOLITE for her shoes.

"It'll save you money, Mummy!" she said. She was right.

NEOLITE Soles outlast any sole I ever saw. But they offer more than wear for my shoes—and for her father's, too.



Comfort goes much further! Yes, easy-going NEOLITE Soles give twice the wear of leather! And they need no breaking-in. They're flexible from the very start, yet they provide a firm platform for active feet. No matter how you look at it, NEOLITE is the perfect sole for every type of shoe, every member of the family!

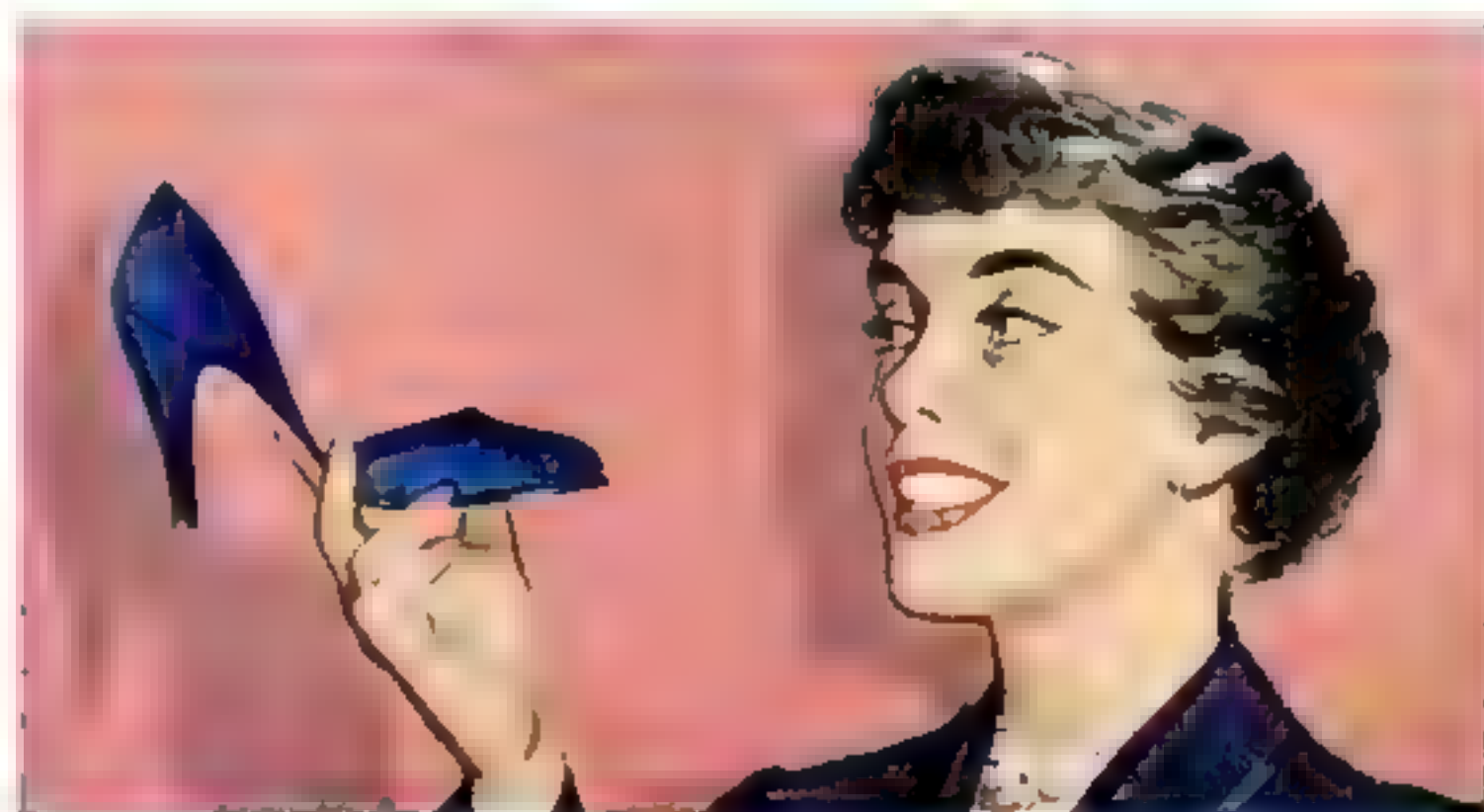
**INSIST
ON GENUINE
NEOLITE**

*The name is
always plainly marked
on the Shank*

NEOLITE SOLES

NEOLITE, AN ELASTOMER-RESIN BLEND, T.M.—THE GOODYEAR TIRE & RUBBER COMPANY, Akron, Ohio

MAKE ANY SHOE A BETTER SHOE—ANY REPAIR JOB A BETTER JOB!



"Store-Window Beauty" lasts longer when soles are NEOLITE! So light, so firm—this wonder sole is a joy to designers of many famous-make shoes. NEOLITE makes possible a new daintiness at the instep, beauty of finish and lasting good looks! NEOLITE Soles are damp-proof, too—won't let wet weather twist your shoes out of shape.

Look! New Super-Storage Design!

New, Built-To-Last Beauty! New Ice-Blue Trim! New Features Galore!



3 TYPES, 4 SERIES, 10 SIZES
4 to 17 cubic feet—Prices for every purse

Whatever the size of your family, your kitchen, your budget—there's a Frigidaire Refrigerator that fits your needs. You can take your choice of the luxurious Imperial with separate, near-zero Locker-Top—the beautiful De Luxe with spacious Super-Freezer Chest—the big-value Master or low-priced Standard with colder-than-ever Super-Freezer! But whatever you pick, you'll enjoy many time-and-money-saving features found only in Frigidaire—America's No. 1 Refrigerator! Get a demonstration—soon!

You can't match a FRIGIDAIRE Refrigerator

See your Frigidaire Dealer for PROOF! Look for his name in Yellow Pages of phone book. Or write Frigidaire Division of General Motors, Dayton 1, Ohio. In Canada, Leaside 12, Ontario.

Refrigerators • Electric Ranges • Automatic Washer • Clothes Dryer
Electric Ironer • Food Freezers • Electric Dehumidifier
Electric Water Heaters • Kitchen Cabinets and Sinks • Air Conditioners

You'll find them all in **FRIGIDAIRE!**

See the new De Luxe! New Super-Storage design gives you 9 cu. ft. of storage space—yet this refrigerator takes little more kitchen space than a 5 cu. ft. model of a few years ago! Look outside—at a gleaming Lifetime Porcelain or Durable Dulux finish, rugged steel cabinet, finger-touch Target Latch. Look inside—

at lustrous Ice-Blue and golden trim. Full-Width Super-Freezer Chest, full-width plastic Chill Drawer, twin stacking Hydrators! The main food compartment has new, improved Cold-Wall cooling, aluminum shelves that cannot rust. 9 and 10.7 cu. ft. sizes available—frozen storage capacities, 45 and 49 lbs.

Look at it inside! Look at it outside!

You Get New Beauty!

1. New! Lustrous Ice-Blue, Gold and White Beauty—sets a new standard for smartness.

2. New! Target Door Latch—with finger-tip action—locks cold in.



3. New Streamlined Design—finished in Lifetime Porcelain or Durable Dulux.

You Get New Convenience!

4. Extra Storage Space—in less kitchen space than before.

5. Extra-Large Frozen Storage Space—holds from 15 to 70 lbs.

6. Double-Easy Quickcube Ice Trays—trays slide out—cubes released instantly—no melting.



7. New Aluminum Rustproof Shelves—adjustable, sliding—more space between shelves.

8. New, Extra-Deep Porcelain Hydrators—for fruits and vegetables.

9. New Full-Width Plastic Chill Drawer in De Luxe models—for meat and ice cube storage, quick beverage chilling.

You Get New Economy—New Dependability!

10. New Improved Meter-Miser—makes more cold with no more current.



11. Freon-12 Refrigerant—developed by Frigidaire and General Motors.

12. New Improved Cold-Wall Cooling—in all De Luxe and Imperial models.

13. New Sealed-In Mechanism—with 5-Year Protection Plan.



14. This emblem on a Frigidaire Refrigerator is your assurance of safe cold from top to bottom, lasting beauty, utmost convenience, proved economy features—plus General Motors' dependability and Frigidaire's 30 years' experience in building more than 12 million refrigerating units.



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LIFE'S COVER

Blond, blue-eyed, 15-year-old Rue Lawrence, who appears on LIFE's cover this week, is one of the luckier youngsters in the U.S. educational system, which is discussed in this issue. She is a student at one of the best U.S. high schools—New Trier, near Chicago (pp. 101-106). Rue takes her schooling pretty seriously, was on the honor roll last year. But she also engages in a number of athletic activities, notably swimming and ice skating. A sophomore this fall, her dates are confined to weekends. Even so, her mother sadly reports, New Trier's boys make a steady clamor on the Lawrence telephone.

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U will B tickled...

to C Mr. 880, the old counterfeiting
Q
T who's been giving the U.S.
H for over ten years. BUT
the K special agent Lancaster puts
O on the wonderful rascal in a
chase so merry that
U will say
O Dorothy McGuire!
O
G What a wonderful picture!
which all spells an
L-egant good time!

Burt Lancaster

Dorothy McGuire

Edmund Gwenn

Mister 880

20th
CENTURY-FOX

with MILLARD MITCHELL Directed by EDMUND GOULDING
Produced by JULIAN BLAUSTEIN Screen Play by Robert Riskin
Based on an Article in The New Yorker by St. Clair McKelway





CHILDREN FROM ELEMENTARY GRADES IN RICHMOND, VA. SIT ON THEIR SCHOOL STEPS

THE BATTLE FOR THE MIND

A SPECIAL ISSUE ANALYZES AMERICAN EDUCATION IN A TIME OF CRISIS

In the divided and distracted world of this mid-century, the tough and crucial battles are being fought in that realm where all solemn issues of history are decided—man's own mind. Not on smoke-choked Asiatic beachheads but on leaf-covered campuses and in classrooms filled with children's excited babble will the only meaningful questions finally be answered: Can humanity ever achieve wisdom enough to cease preying upon itself? Do the citizens of Western democracy, challenged and besieged, have the intellectual and moral stamina to fight back? Does America, as the champion of the West, have the brain—perception keen enough and conviction firm enough—to match its brawn?

The last war-wracked decades have made such resounding questions harshly real and matter-of-fact. They have given a sharp edge of meaning to H. G. Wells's round declaration after the First World War: "Human history becomes more and more a race between education and catastrophe."

No people should be more sensitive to this truth than the American, for none has ever placed such faith in the efficacy of education. For we have always been, as a nation, dedicated to the proposition that, against an educated democracy, no force of evil or tyranny can prevail. In this land of "big business," education represents a \$5 billion annual investment—one of the biggest businesses in the U.S. It represents more: the hope of a free future.

How valid is the hope? This week LIFE devotes its entire

issue to facts, surveys and learned opinions that may help a conscientious citizenry answer that question. LIFE's readers can expect no pat answer. The race of which Wells spoke cannot be clocked with fine precision, and the most qualified timekeepers disagree. No one can doubt, for example, that—as Historian Henry Steele Commager rousingly declares in LIFE's editorial—our school system is one of history's grandest social triumphs. Today, as much in new teaching techniques as in new buildings, American education shows ingenuity and vitality.

Yet a sense of crisis disturbs educators, and doubts and disagreements abound. Are we not—as Jacques Barzun writes in this issue—failing to produce truly educated men? Are we not—as John William Sperry's survey indicates—failing to train teachers of any competence to teach? And many citizens feel—as Canon Bernard Idings Bell writes acidly in his article—that a loose and lazy American idea of education is producing a gabby and witless generation of Henry Aldriches. For such critics Americans seem slowly becoming a people too glib to be wise, too self-minded to be happy, too smug to be strong.

For pride in our schools there seems to be much reason—but as much, too, for sober concern. All views must meet in one conviction: for a nation to examine critically its educational system is as healthy and wise as it is for an individual to examine frequently his own conscience. For these schools—as they form our common mind—are settling the fate of common humanity and its freedom.



ANOTHER EISENHOWER TAKES OFFICE

In Beaver Stadium (below) new Penn State President Milton Eisenhower made his inaugural speech to an audience of 15,000, which included presidents of 60 colleges and universities. With him, but silent ("It's Milton's show"), was his brother Ike, President of

Columbia (above, left). Milton (above, right) in his speech warned against statism which he said threatens the U.S. To prevent it he suggested strong support of the U.N.—which should have its own police force—and an ever-rising level of U.S. education.



SOME ISSUES

THE EDUCATORS WORRY ABOUT

No sooner had the educators got their schools and colleges opened than they were off attacking the complicated problems that had cropped up to harass them. Though preoccupied with practical school matters they still gave thought to education's big ideas, defining once again—as did President Milton Eisenhower—the goal toward which they hoped their country and



COLLEGE HEADS

From Major General Hershey the presidents of 400 colleges and universities and representatives of 200 more learned the grim facts about selective service. The U.S., he told them at the American Council on Education's Washington conference, is in for a long



SCHOOLMEN TALK

In Rye, N.Y. members of the important Educational Policies Commission, which serves as an advisory group for the National Education Association, got down to brass tacks with members of the television industry. Their subject: the effects of television on

ARE DEBATED

DRAFT, TV AND THEIR GOALS

colleges would move. On a homier scale there was television, which some think a menace to education. Hanging heaviest over the heads of colleges was the draft, which threatens to cut their enrollments drastically over a long period. This prospect was also unpleasant for students, some of whom—like those at Cornell—were already getting a taste of the military life (below right).



DISCUSS DRAFT

period when manpower needs of the armed services will have priority. There will probably be no educational deferment unless the student is really promising and ranks high in his class. "We shall not," said Hershey, "escape being unjust to someone."



ABOUT TELEVISION

youth. During their session they also discussed ways and means of improving moral and spiritual values of today's youth, how to cut the number of children who drop out of high school before graduation and how the citizens of the U.S. can help their schools.



FRESHMEN LEARN TO BE SOLDIERS

Out on the practice football field last week Cornell's Army, Navy and Air Force ROTC candidates started learning (below) rudiments of drill and discipline which will make soldiers, sailors and airmen out of freshmen like the two above. At Cornell the ROTC is

compulsory for the freshman and sophomore years. Since the Korean war started upperclassmen have rushed to sign up for the advanced ROTC course. Once enrolled, a student is automatically deferred from the draft unless he is dropped from the course.



OUR SCHOOLS HAVE KEPT US FREE

For this special issue on education, the editorial pages are turned over to Henry Steele Commager, Columbia University's noted historian and author, whose eloquence and constructive conclusions LIFE admires and endorses.

No other people ever demanded so much of education as have the American. None other was ever served so well by its schools and educators.

From the beginning education has had very special, and very heavy, tasks to perform. Democracy could not work without an enlightened electorate. The various states and regions could not achieve unity without a sentiment of nationalism. The nation could not absorb tens of millions of immigrants from all parts of the globe without rapid and effective Americanization. Economic and social distinctions and privileges, severe enough to corrode democracy itself, had to be fought. To our schools went the momentous responsibility of inspiring a people to pledge and hold allegiance to these historic principles of democracy, nationalism, Americanism and egalitarianism.

Because we are a "new" nation we sometimes forget how very old are some of our institutions and practices. The U.S.—today the oldest democracy in the world and the oldest republic—also has the oldest public school system in the world. The famous Ould Deluder Satan law of 1647 which set up a system of community-supported schools in Massachusetts Bay Colony was, in its day, something new under the sun. "As a fact," wrote Horace Mann, himself one of its later products, "it had no precedent in world history, and as a theory it could have been refuted and silenced by a . . . formidable array of argument and experience. . . ." What compels our interest, however, is not only the daring of that law but the accuracy with which it reflected our national character and foreshadowed our history.

How did it happen that this little frontier colony of some 15 or 20,000 souls, clinging precariously to the wilderness shelf, should within a few years have established a Latin School, Harvard College and a system of public education? Why this instant and persistent concern for education—so great that education became the American religion? For it is in education that we have put our faith; it is our schools and colleges that are the peculiar objects of public largess and private benefaction. Even in architecture we have proclaimed our devotion, building schools like cathedrals.

None of this reflects any peculiar respect for learning or for scholarship. There has never been much of that, and there is probably less of it today than at any previous time in our history. Only in the U.S. could the term "brain trust" be one of opprobrium; only here is the college professor a stereotype of absent-mindedness and general woolliness.

Yet the paradox in all this is more apparent than real. It is not because education advances scholarship that it has been so prized in America—but rather because it promised to bring to real life the American dream of the good society. So declared the great Northwest Ordinance of 1787: "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the

means of education shall forever be encouraged." And the generation that fought the Revolution had energy enough left to create a dozen new colleges, establish state universities and provide for common schools by munificent land grants. Even the Encyclopaedia Britannica could observe sourly of this generation that "notwithstanding their addiction to those occupations of which lucre is the sole object, Americans were duly attentive to cultivate the field of learning, and they have ever since their first foundation been particularly careful to provide for the education of the rising progeny." And, in our generation today, when the critical pedant of the Old World disparages American academic traditions, we are prone—and with much reason—to answer tartly: it has never been the Americans who succumbed to the evil and meretricious appeals of Fascism, Nazism or Communism.

Let us look at the specific tasks which our triumphant faith in education imposed on our schools. The first and greatest task was to provide an enlightened citizenry in order that self-government might work. Though the earliest settlers in New England used the word democracy only as a rebuke, they had in fact embarked upon an experiment in democracy. With independence the problem of self-government became urgent. It is important to remember that self-government had not been tried before on such a scale. The founding fathers confidently believed they had found the key. "To be long-lived," as Benjamin Rush observed, "republics must invest in education."

Has our investment succeeded? None can doubt that it has. Americans have, in short, made democracy work. They established a nation, held it together, and expanded the original 13 to 48 states—while steadily pursuing the grand objectives of the framers of the Constitution: their "more perfect union" *did* establish justice and domestic tranquillity, and secure the blessings of liberty. Through all their history they elected some mediocre presidents but never a wicked or a dangerous one; they never yielded to a military dictator; they avoided revolutions; they settled all problems by compromise except the greatest one, slavery, and perhaps that could not be settled by compromise; they revealed in every crisis an ability to select able leaders. Only a people taught self-government could record these achievements.

The second great task imposed upon education and on the schools—the creation of national unity—was equally difficult. In 1789 no one took for granted the blessing of the "more perfect union"—for what, after all, was the basis for an American nation? Its geographical basis was so large as to defeat itself, for how hold together an area of continental dimensions thinly inhabited by some four million people? The historical basis was almost nonexistent: differences that separated South Carolinians from Connecticut Yankees seemed to be greater than the bonds that united them.

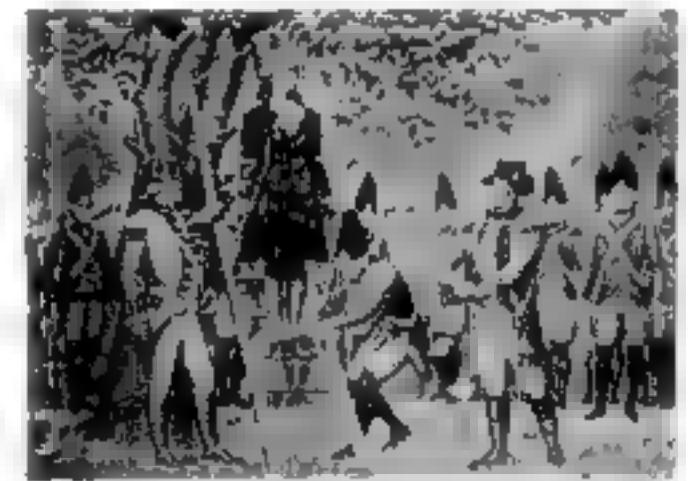
Yet we created unity out of diversity, nationalism out of particularism. Powerful material forces—the westward movement, canals and railroads, a liberal land policy—sped this achievement. But just as important were intellectual and emotional factors—what Lincoln called those "mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone." These were the contribution of poets and novelists, editors and naturalists, historians and jurists, orators and painters—and the medium through which they worked was the school. Through the whole 19th Century, novelists like Cooper and Sims and Hawthorne, poets like Bryant and Longfellow and Whittier, painters like Trumbull and Stuart and Peale, historians like Jared Sparks and George Bancroft, schoolmen like Noah Webster with his *Spellers* and the McGuffeys with their *Readers*—all these and scores of others created and popularized that common group of heroes and villains, that common store of poems and stories, of images and values of which national spirit is born. These men gave to Americans, old and new alike, a people's common language with which to voice a people's common heritage:

God sifted a whole nation that he might send choice grain over into this wilderness;
As for me, give me liberty or give me death;
If they mean to have a war, let it begin here;
One if by land, and two if by sea; These are the times that try men's souls; I only regret that I have but one life to lose for my country; I have just begun to fight; Millions for defence, but not one cent for tribute; Don't give up the ship; We have met the enemy and they are ours; Liberty and union, now and forever, one and inseparable; I propose to fight it out on this line if it takes all summer; Damn the torpedoes; Government of the people, by the people, for the people; With malice toward none, with charity for all.

And then there were the songs and the pictures, too. In school and lyceum, children came



Give me liberty—or give me death!



I only regret that I have but one life to lose for my country.

to learn and remember at least snatches of the "Concord Hymn" or "Old Ironsides" or the "Midnight Ride of Paul Revere." From famed paintings they learned to recognize Wolfe dying on the Plains of Abraham, Penn making a treaty with the Indians, Washington crossing the Delaware, Boone pushing his way through the Cumberland Gap. Through its young eyes the young people came to see itself as one nation.

The third task imposed on education, and particularly on the public schools, was that

THEY MET THE CHALLENGE, SAYS HISTORIAN COMMAGER, OF MAKING US A NATION. WHEN NEW DEMANDS ARE FORMULATED EDUCATION WILL PROVE EQUAL TO THE TASK

which we call Americanization. Each decade after 1840 saw from two to eight million immigrants pour into America. No other people had ever absorbed such large or varied racial stocks so rapidly. In this, America could proclaim both its pride and its welcome in the inscription chiseled in the base of the Statue of Liberty:

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me;
I lift my lamp beside the golden door.

How, after all, were these millions of newcomers to be "Americans"—in language, in ways of life and thought, in citizenship? The nation's first and main answer was the public school. Most of the new millions, eager though they were to be Americanized, were too old for school, but their children went to the public schools, adapting themselves with children's speed to American ways, and taking home with them the idiom, the habits, the very thoughts and standards they picked up in the schoolroom and on the playground. Mary Antin tells us, in her moving *Promised Land*, what school meant to the new masses: "Education was free. . . . It was the one thing that [my father] was able to promise us when he sent for us; surer, safer than bread or shelter. On our second day I was thrilled with the realization of what this freedom of education meant. A little girl from across the alley came and offered to conduct us to school. My father was out, but we five between us had a few words of English by this time. We knew the word school. We understood. This child who had never seen us until yesterday, who could not pronounce our names, who was not much better dressed than we, was able to offer us the freedom of the schools of Boston! No application made, no questions asked, no examinations, rulings, exclusions; no machinations, no fees. The doors stood open for every one of us."



Don't give up
the ship.



. . . Government of the people, by
the people, for the people.

That magic open door imposed upon American schools such a responsibility as the schools of no other country have ever had to meet. Doubtless the necessity of teaching immigrant children even the most elementary subjects slowed up the processes of formal education in many schools. Yet those schools have done the astounding job asked of them: they have literally made millions of Americans.

There is a fourth and final service the schools have rendered the cause of American democ-

cracy. This most heterogeneous of modern societies—profoundly varied in racial background, religious faith, social and economic interest—has ever seemed the most easy prey to forces of riotous privilege and ruinous division. These forces have not prevailed; they have been routed, above all, in the schoolrooms and on the playgrounds of America. In the classroom, the nation's children have lived and learned equality—all subject to the same educational processes and the same disciplines. On the playground and the athletic field, the same code has ruled—with the reward of honor and applause heartfully given to achievements to which all could aspire equally. The roster of "foreign" names on our high school and college football teams has seemed worth a feeble joke to many an unwitty radio comedian. Who can seriously doubt that the cause of democracy is served when it is a Murphy, a Schwartz, a Groglio or a Levitsky that the cheering stands applaud?

If, through the 19th and well into the 20th Century, American schools performed such magnificent service, the question remains: do they still serve the nation well? And is education still the American religion?

The evidence is conflicting. Americans in many ways still confess their faith in education, still impose upon it tasks performed elsewhere by home, church or industry. More young people are going to college and university today than went to high school only 30 years ago. Public appropriations have mounted to \$5 billion annually. While the federal government has accepted a larger share of responsibility for education than ever before, private philanthropy continues unabated and we still build colleges with the fervor that other ages gave only to their cathedrals.

Yet there is other evidence of a more sobering nature. The *proportion* of our national income devoted to education has declined in the last decades, and \$5 billion for public education compares rather poorly with the \$8 billion spent on liquor or the \$19 billion on automobiles each year. Most school-teachers are underpaid, many buildings are antiquated, most colleges and universities are in desperate financial plight. And—even graver than the material picture—the decade that has witnessed the greatest rush to American universities has also witnessed savage attacks upon their intellectual integrity and independence.

The American mind today seems deeply worried about its school system as it never has been before. In the vast literature on education there is more discontent than complacency, more blame than praise. There is an uneasy feeling that the schools have somehow failed to do their job.

Yet no one seems very positive as to what the job of the schools is today. It is oddly ironic—to say the kindest—to hear people who rear their children on comics complain that the schools fail to instill a love of literature. It is shocking—to say the truth—to hear the very

people who support teachers' oaths and textbook censorship contend that the schools are failing to encourage greater intellectual independence.

We need to get our standards straight and clear. Many of the old purposes and criteria have disappeared, and the people have not defined new ones to take their place. The 19th Century school, for example, had an enormous job in "Americanization"—but it was a clearly defined job, universally willed by the people. Today's school faces a nice problem in deciding whether its education should reinforce nationalism—or inspire internationalism.

Two developments have further blurred the picture inherited from the 19th Century. First: schools no longer have anything like the monopoly in education they then exercised. Today they share responsibility with the movies, the radio and television and, to a far larger extent than before, with the newspaper and the magazine: for millions of Americans *Life* and the *Reader's Digest* have supplanted the McGuffey Readers. Second: with the phenomenal growth of higher education, the new demands of industry and the professions, the government and the military, the function of elementary and secondary education has become more narrowly educational than ever before. In a day of specialization schools are called on more and more to prepare not so much for life, citizenship or democracy as for particular tasks and competences.

This means that we have placed our schools in a crossfire of conflicting demands. While we still want them to perform broad social functions, we impose upon them narrower educational functions. The old expectation persists that schools be training grounds for democracy and nationalism. The new demands are implacable—that schools not only prepare young people for college but somehow manage to teach domestic economy, driving, machine shop, current events, world history and typewriting at the same time.

There is a further difficulty—the one that most of us are reluctant to recognize. Schools reflect the society they serve. Many of the failures we ascribe to contemporary education are in fact failures of our society as a whole. A society that is indifferent to its own heritage cannot expect schools to make good the indifference. A society that slurs over fundamental principles and takes refuge in the superficial and the ephemeral cannot demand that its schools instruct in abiding moral values. A society proudly preoccupied with its own material accomplishments and well-being cannot fairly expect its schools to teach that the snug warmth of security is less meaningful than the bracing venture of freedom. In all this, to reform our schools is first to reform ourselves.

For a century and a half American schools have served and strengthened the commonwealth. They provided a citizenry as enlightened as any on earth. They justified and vindicated democracy's promise. If society clearly defines the new duties it wishes our schools to fulfill and if it steadfastly supports them not only with money but also with faith, they will surely justify that faith in the future as they have in the past.



ON NIGHT SENTRY DUTY TWO ONWARD FARMERS WARM THEMSELVES BY BURNING TRASH AS THEY GUARD AGAINST ANY WALTON ATTEMPT TO STORM HIGH SCHOOL

LITTLE ONWARD WON'T BE MOVED

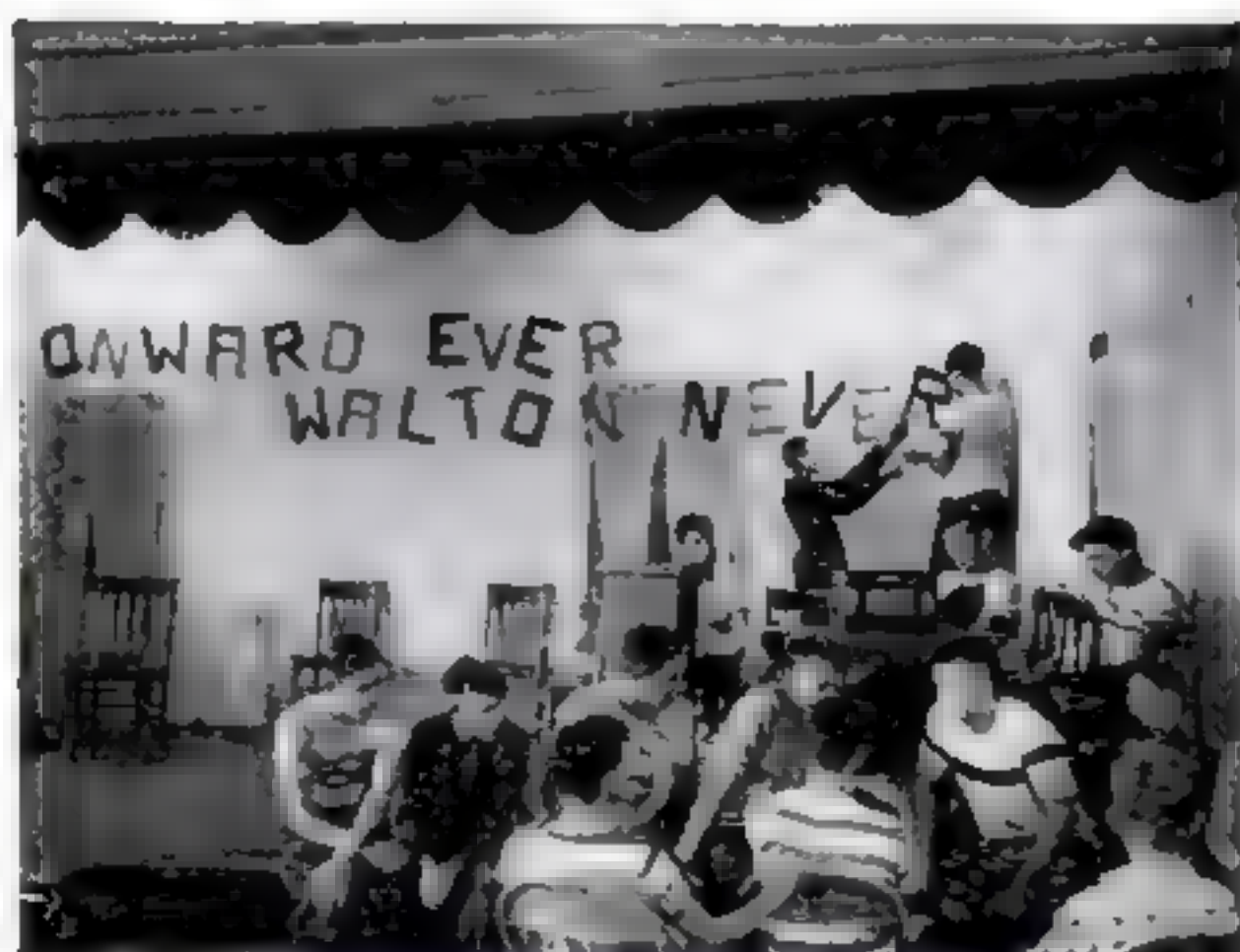
INDIANA SCHOOL FEUD BECOMES A FIST FIGHT
AS AN ANGRY VILLAGE RESISTS CONSOLIDATION

In two Indiana small towns last week the larger problems of U.S. education were being brought down to a lunatic local level. Onward and Walton are 4½ miles apart in Tipton Township, Cass County, Ind. Onward's population is 171, Walton's 835. For 75 years the two towns have been feuding. Onward, sometimes called by its old name Plug (the man who laid out the town in 1869 frequently wore a plug hat), resents the fact that Walton is bigger. Walton acts patronizingly toward Onward. The two towns have always maintained separate schools and a bitter sports rivalry, exhibiting in an intense way the exaggerated chauvinism with which American parents regard their school and their home-town basketball teams.

Last summer School Trustee Virgil Turner of Walton, an elected official who is responsible for all township schools, announced a consolidation. Turner's plan: one grade school (in Onward) and one high school (in Walton) to serve both communities. Onward bellowed in protest at the thought of losing its high school to Walton. Turner insisted that the consolidation



TRUSTEE TURNER, who announced consolidation, sits on Walton school steps.



REVISED MOTTO, pointedly changed from "Onward Ever, Backward Never," is hung at school as Onward boys listen to sports broadcast.



PICKETING CAT paces at the Onward school as Mrs. Ida Bechdol stands guard.



ON INVASION DAY ONWARD DEFENDER (CENTER) STRUGGLES WITH DRIVER OF WALTON TRUCK AS ONWARD PRINCIPAL (DARK SUIT, REAR) WATCHES GLUMLY

would save \$20,000 a year. "It is my duty to make these decisions," he said. "There isn't anything bullheaded about it." When school started on Sept. 5, Walton grade school children came over to Onward without any fuss, but Onward high school students, except for nine apostates, stayed away from Walton. When Onward parents heard that Turner was planning to take their high school furniture off to Walton in a truck, they recruited a defense brigade and dared him to try. They guarded the school 24 hours a day (*above, left*), manned a portable air-raid siren and scouted the road to Walton with a small plane. Argument and vituperation flew between the towns. Said Onward Truck Driver Edgar Grant, "There's too much delinquency over there. Walton children run all over the streets and the poolrooms at Kokomo." Farmer Calvin Albers, a leader of the Onward group, said he thought the Walton children lacked moral training. "There are no vulgar poems or markings on the toilets at Onward," he observed pointedly. Mrs. Russell Price said, "Walton isn't qualified

to run a high school." Retorted Trustee Turner, "The people at Onward just don't want to lose their basketball team."

The pot came to a boil on Oct. 6. That morning Turner rented a dump truck for \$1 and recruited 15 Walton volunteers, one of whom, a bartender, promptly fainted from excitement. They loaded up the Walton elementary school desks and headed for Onward to exchange them for Onward high school equipment. But an Onward agent in Walton sent a warning. A tootling of horns sounded the alarm, and when the truck drove in 50 grim-faced Onward citizens manned the high school battlements and surrounded the Waltonites. A few punches were thrown (*above*). Then the Waltonites retreated to inform Turner that the invasion had failed. Meanwhile Onward students attended their own "rebel" high school, with three teachers paid by local subscription. It looked as if the state would have to step in. Onward Principal William Helms said uneasily, "With the Lord's help, I think we can straighten things out in 15 or 20 years."



WALTON DESKS are loaded for transfer to Onward. They had to be taken back.



ONWARD DEFENDER stamps defiance as Waltonites prepare to go home. Onwardites shouted, "Want to fight? Name the time and place?"



ONWARD CHEERS come from the kids crowding school windows as truck leaves.



REVERENT EYES of Darryl Johns follow Miss Winter as she asks the kindergarten children if she

may join their classroom tea party. Such consideration wins their adoration and makes control easy.

THE TEACHER

WORK IS HARD AND PAY LOW BUT

Last week in Webster Groves, Mo. the two kindergarten classes of the Avery School learned to jump rope. Barbara Brandenburg brought her kitten to school, affording a little lesson in natural history. And David Osborne was taught how to tie his own shoes by his teacher, a Miss Lois James Winter.

By headline standards these were not vital happenings, even in Webster Groves (pop. 18,394). But to Miss Winter (left)—as they would be to the 600,000 other slimly paid and hard worked Miss Winters who teach the U.S. elementary schools—they were happenings of import. They meant that education was assuming its historic responsibility for one more group of young citizens, inaugurating their training not merely in the Three Rs but, as Henry Steele Commager points out on pages 46, 47, in American citizenship and what it means.

For Webster Groves' kindergarten pupils these future goals are presently embodied in a slender, pretty, black-haired woman of 32 who, without ever raising her very pleasant voice, will lead the 74 unconscious young bipeds entrusted to her into the ways of cooperation,



PREVENTIVE MEDICINE is practiced by Miss Winter. Here, having noticed Laurel Richmond rubbing an eye, she asks if she may inspect its symptoms.



REMEDIAL MEDICINE is occasionally necessary. Michael Scheck ran into a playground post. Miss Winter took care of Michael, then had post removed.

CARRIES ON WITH HER JOB

MISS WINTER AND 600,000 LIKE HER PERFORM A HISTORIC MISSION

responsibility and self-direction. Lois James Winter will do this well because she likes teaching better than anything else in the world—better than the imported camera she cannot afford on her \$3,325 a year salary, better than the husband her friends tell her she can and should find, better than the golf and swimming she foregoes to attend teachers' conventions, sometimes at her own expense.

Miss Winter this fall started her 12th year of teaching better off financially than the average American elementary schoolteacher, whose nine years of experience in her job nets her \$2,528 a year in her pay check. Lois Winter gets to school at 8:15 every day so she can greet each student personally. She whets their imaginations with mental image games, draws out the shy with gay finger exercises and gives each small individual a feeling of importance by assigning frequent responsibilities like note delivering. She tells stories during story period instead of reading them because she feels the children will be more interested if they see her expression unhindered by a book. She reacts sympathetically to the adventures they de-

scribe during news time (right), and when she catches a Jimmy Steiner (below) following a ball into the street, she explains to him that the next time this happens he must first notify her so that she can watch him retrieve it. "I need to be able to depend on you," she says stoutly, and Jimmy walks off as importantly as though the Lone Ranger had asked him to hold Silver. Darryl Johns (left) recently brought her another boy who had injured his knee. Miss Winter promptly took care of the knee, but she did not forget to say, "I'm sure I thank Darryl for bringing you over." Next day Darryl brought her a pocketful of Band Aids. Miss Winter finds these things a little difficult to define when parents, wide-eyed at her influence on their offspring, ask "How in the world do you do it?" But from them she has wangled a Jungle Gym, radio phonograph and curtains for her classroom, and with them she spends many afternoons and evenings discussing a child's problems. Proud of her profession but modest about her own achievements, she is absorbed in the futures of others ("children are the important material") and neglectful of her own (next page).



SAFETY EDUCATION is a part of her job. Here she caught harum-scarum Jimmy Steiner about to

run into street after a ball during recess, gently reminded him of his responsibilities to himself and her.



LISTENING to student tell a story, Miss Winter is fascinated. Girl begins, "I went on a trip to a farm."



WONDER comes over her face as the little girl solemnly reveals, "I rode on a horse. I rode all by myself."



CHAGRIN registers when boy interrupts girl with "That's nuthin'. I once rode a buckin' broncho!"



THE LIGHT OF HER LIFE is the 1949 Chevy she scrimped together \$1,200 to buy, and which she

regularly washes herself. The first \$1,000 that she ever saved went to discharge a family indebtedness.



BRIDGE with other teachers takes up an infrequent evening for Lois, who plays a fair-to-middling game.

SHE SERVES HER CLASSES MUCH BETTER THAN SHE SERVES HERSELF

When Joplin-born Lois Winter was an undergraduate studying teaching at Southeast Missouri State College, she sometimes unwittingly cut her own classes because she became so absorbed in the children she was assigned to teach as a student. She carried this deep interest in her students over into her first job—teaching kindergarten at Jasper, Mo. for \$810 a year—and has never lost it at Webster Groves where she has been since. Her warm affection for the children in her classes (who sometimes call her "Mummy") unconsciously reveals itself in remarks like "you have to look at things on the

same level as the children" and "I've never had any really bad children—just tired ones." It also leads her to think occasionally about the family of her own she might have someday.

But to the kindly distress of her fellow teacher, Daisy Semple, a widow in whose pleasant five-room home she boards, Lois Winter does not exhibit as much interest as Mrs. Semple would like in things which might lead to marriage. She is not greatly interested in clothes, a trait encouraged by her modest income, and she seems quite unaware of what a fetching hat can do for a pretty woman. She so immerses

herself in school work, in PTA meetings (which she helped inaugurate) and in driving her Chevrolet to teachers' meetings that she gets little opportunity to meet eligible males, a species in which Webster Groves does not abound.

Motherly Mrs. Semple often reminds her that few girls can devote their lives solely to other people's children without eventually losing the human spark that makes teaching vital and effective. That argument, perhaps more than all of Mrs. Semple's advice about hairdos and frilly feminine dresses, has made conscientious Miss Winter think a bit about the future.



MOVIES are only an occasional diversion for Lois, shown with Mrs. Semple. Another: lawn-cutting.



NEW HAIRDO for her natural wave is advised by Mrs. Semple, who wants attractive Lois to attract.



CANDLELIGHT and wine of dinners at home with Mrs. Semple lend a mild luxury to Lois's quiet life.



HOW GOOD IS YOUR SCHOOL?

THIS LIST OF SIMPLE QUESTIONS, THE FIRST OF ITS KIND, GIVES PARENTS

HOW TO USE "LIFE" TEST

This test is based on information which is readily available from any school principal. It is designed to measure all types of public institutions. Where it is indicated that a question applies specifically to a high school or to an elementary school, only the designated type of school should answer it. Schools with all 12 grades should answer all of the 63 questions.

Some schools are good and some are bad, and it is next to impossible for most citizens to tell which are which. They can look at the teachers and buildings and form impressions. But unless the average parent has wide academic experience, there is no surefire way for him to judge for himself the job a school is doing or to measure it against any other school. On these two pages LIFE presents the first test ever devised by which an average citizen can tell just how good his school is. The questions below can be

asked by any layman of any public school principal. They require no special knowledge and no judgment on the part of the questioner. All of them are to be answered with a simple "yes" or "no." By comparing his answer score to the chart at right, any layman can see just how his school stands in relation to other schools throughout the country.

The LIFE test concentrates on the tangible qualities that make up a good school. It cannot, of course, measure intangibles like faculty

ANSWER YES OR NO

- 1 At least 60% of the parents are members of the PTA or other educationally active organizations._____
- 2 At least 50% of the members of the PTA or other educationally active organizations attend the general meetings._____
- 3 Teacher-parent conferences are arranged for a majority of the pupils._____
- 4 There are at least two teacher-parent conferences per year for every child._____
- 5 There are citizens present at all open school-board meetings._____
- 6 Public participation in local education has caused a significant change in the school within the last five years._____
- 7 There has been a bond issue or tax levy extension voted within the last three years._____
- 8 At least 50% of the classroom teachers have masters' degrees._____
- 9 Teachers in the secondary school have at least one free period to every four teaching periods._____
- 10 Teachers in the elementary school have at least 40 minutes of rest period during the day._____
- 11 The same wage scale exists for both elementary and secondary school teachers._____
- 12 The minimum starting salary for teachers is at least \$2,700 a year._____
- 13 The possible top salary for classroom teachers is at least \$4,000 a year._____
- 14 Instructors in high school vocational courses receive pay per week at least equal to the weekly wage of the trade they teach._____
- 15 The teachers and school staff are allowed sick leave with pay for at least 10 days annually._____

ANSWER YES OR NO

- 16 The school board contributes financial aid for in-service training of teachers._____
- 17 Teachers are paid and on duty at least a week before school opens._____
- 18 At least one written report per semester on each student is submitted by the teachers to the principal or parent supplementary to or replacing routine report cards._____
- 19 Courses comprising not less than 10% of the total curriculum have been added within the last five years._____
- 20 Laymen are used systematically to supplement classroom instruction both through consultation and actual participation._____
- 21 High school has vocational or industrial arts courses._____
- 22 Employment in a part-time job is used systematically to supplement high school vocational training._____
- 23 Science courses include at least one hour of laboratory work for every four hours of classroom instruction._____
- 24 There is a kindergarten in the elementary school._____
- 25 In the elementary school pupils in the same grade are grouped according to reading levels and use different readers._____
- 26 The school makes use of a remedial reading specialist._____
- 27 All students study community, including techniques of local government, through visits and participation._____
- 28 The high school has an adult education program._____
- 29 There is a person specifically employed to work at least half time as a director of an adult education program._____
- 30 The chief administrative officer in the particular school is employed on a 12-month basis._____
- 31 The chief administrative officer in the particular school is free from teaching duties._____

"LIFE" TEST WILL TELL YOU

A PRACTICAL WAY TO MEASURE THE EDUCATION THEIR CHILDREN ARE GETTING

personality and school spirit. But any school scoring high in the test will be almost certain to have these factors to a high degree.

This test has been prepared by LIFE with the assistance of experts. It has been appraised by more than 150 school superintendents and been tested on more than 500 good, average and poor schools in 48 states. It is scored on the basis of their performance. Its workability has been analyzed and proved by the authoritative Educational Testing Service at Princeton, N.J.

HOW TO FIGURE YOUR SCHOOL'S SCORE

Add up the questions you have answered yes. Subtract from this the number you have answered no. Add the difference to 100 and compare it to the chart below.

	ELEMENTARY SCHOOLS	HIGH SCHOOLS	12-GRADE SCHOOLS
BEST SCHOOLS GOT	115-142	127-147	120-153
AVERAGE SCHOOLS GOT	90-115	105-127	93-120
WORST SCHOOLS GOT	45-90	45-105	57-93

ANSWER YES OR NO

- 32 The chief administrative officer in the particular school has engaged in professional study at a higher institution in the last five years. _____
- 33 The chief administrative officer in the particular school is provided with full-time clerical help. _____
- 34 The chief administrative officer in the particular school has a master's degree. _____
- 35 The chief administrative officer in the particular school has secured advice from education specialists other than state supervisors on his own initiative. _____
- 36 In the elementary school there is an organized guidance program with a person at its head specifically responsible for its administration. _____
- 37 In the high school, for every 250 students, there is at least one guidance counselor who is engaged in at least part-time counseling activities with at least partial relief from teaching duties. _____
- 38 There is a psychologist or psychiatrist available for consultation. _____
- 39 At least \$1.25 a year is spent on the school library for each pupil in the school's average daily attendance. _____
- 40 A person trained in library techniques gives scheduled instruction in the use of a school library. _____
- 41 At least \$200 is spent per pupil. (Computed by dividing the total school budget for current operating expenditure by the total average daily attendance.) _____
- 42 At least \$3 was spent per pupil last year for textbooks and supplementary classroom reading material, excluding library books. _____
- 43 At least 35¢ was spent last year per student in average daily attendance for audio-visual material, excluding purchase of basic projection and sound equipment. _____
- 44 There is at least 30 square feet of floor area per classroom per pupil in average daily attendance. _____

ANSWER YES OR NO

- 45 At least 80% of the classrooms have movable desks. _____
- 46 The building is inspected yearly by an official fire or building authority. _____
- 47 All the buildings are at least fire resistive. _____
- 48 Fire drills are held at frequent intervals. _____
- 49 The school custodian is a full-time member of the staff. _____
- 50 The washing facilities have hot running water. _____
- 51 There are flush toilets. _____
- 52 The school supplies soap in the school lavatories. _____
- 53 Students can obtain hot food at the school. _____
- 54 There is a yearly medical examination of every student requiring at least 30 minutes per pupil to perform. _____
- 55 The school provides inspection and cleaning of teeth by a dental hygienist at least once a year. _____
- 56 There is a high school football field. _____
- 57 There is a school gymnasium. _____
- 58 There is an organized intramural athletic program in the high school. _____
- 59 There is a club or hobby program. _____
- 60 At least 65% of the pupils participate in voluntary club or hobby programs. _____
- 61 Less than 10% of the students in either the eighth, ninth, 10th or 11th grades dropped out last year. _____
- 62 A cumulative record is maintained on each student and it goes with him on transferring to a different school. _____
- 63 The school board, through determining its own budget without restrictions, is independent of financial control by nonschool agencies of the municipal government. _____

TOTAL YES _____ TOTAL NO _____



IN SHADE OF MAPLE TREES SURROUNDED BY DESKS AND BOOKS, MOUNT JOY CHILDREN HAPPILY TURN BACKS TO THEIR SCHOOL AS IT GOES UP IN SMOKE

MOUNT JOY

AN ANCIENT DREAM COMES TRUE,
EVOKES TRADITIONAL REACTION

No matter how much—and how justly—educators may insist that today's child really likes school, the old dream that maybe school will burn down tomorrow still glows in the hearts of young Americans. One fine fall morning this term the dream burst into wonderful reality for 29 boys and girls in Mount Joy Township, Pa. As they were sitting in their one-room school, the roof caught fire. The children filed out, then,

because the flames were slow in spreading, they went back not to fight the fire but to save their lunch boxes and coats. They also carried out some desks and books, set them on the lawn and sat with a unanimous expression of happiness as the firemen worked. The school burned out completely and there was a week's vacation. Then, as might be expected in a world of grown-ups, room was found for them in another school.



"I couldn't get
along without
Tomato Soup!"



"because" **It's our first-choice lunch dish!** The children love it, especially when prepared with milk. That way, it's extra-nourishing, and so good! With sandwiches, or salad and dessert, I can have it ready in minutes. Grand for school lunch boxes, too!

"because" **It's handy for so many things!** I always keep several cans on the shelf in case of unexpected guests, or to round out a meal, or to give to the children and their friends when they come in all tired and hungry after play.

"because" **It makes a wonderful cooking sauce,** just as it comes from the can! I use it to liven up my favorite recipes (just see what it will do for stews and meatloaf!) or simply heated, as a pour-on sauce. Delicious!

"because" **It's the soup most folks like best!** Sure of a hearty welcome anytime, any way!"

Campbell's TOMATO SOUP

LOOK FOR THE RED-AND-WHITE LABEL

The handiest thing on my kitchen shelf!



So many days, so many ways,
It helps me feed my group.
Why, I could never get along
Without Tomato Soup!



THE ALEXANDER SMITH FLOOR-PLAN RUG in the room above cost about \$189.50 in the 9' x 18' Floor-Plan size that fits this room. It is one of seven broadloom qualities, and over 40 patterns, in Alexander Smith Floor-Plan Rugs.

EACH PATTERN COMES IN 20 ROOM SIZES, so you're sure to find the size to fit your room nearly wall-to-wall. Other Floor-Plan qualities ready-made in this 9' x 18' room-size will cost you from about \$125.00 to about \$200.00.



*Choose the size that fits your
floor from 20 room sizes in broadloom*

Floor-Plan Rugs

Ready-made to fit...Priced easy-to-buy

Dollar for dollar, what can you buy today that gives you such beauty, such service, such honest value...as broadloom for your home! And Floor-Plan Rugs give you *added* value. Because they're ready-made of broadloom, at *savings* you enjoy when you buy anything ready-made instead of made-to-measure. Using the 9' x 12' size as a gauge, Floor-Plan patterns are priced from about \$90 to about \$150. So let your family enjoy the beauty of broadloom in your own home...today!

Alexander Smith

FLOOR-PLAN RUGS  BROADLOOM CARPETS

CLARA DUDLEY, DEPT. L-1050
Alexander Smith & Sons Carpet Company
285 Fifth Avenue, New York 16, New York

I enclose 25¢ for your Colorama book, showing
me how to decorate on a low budget.

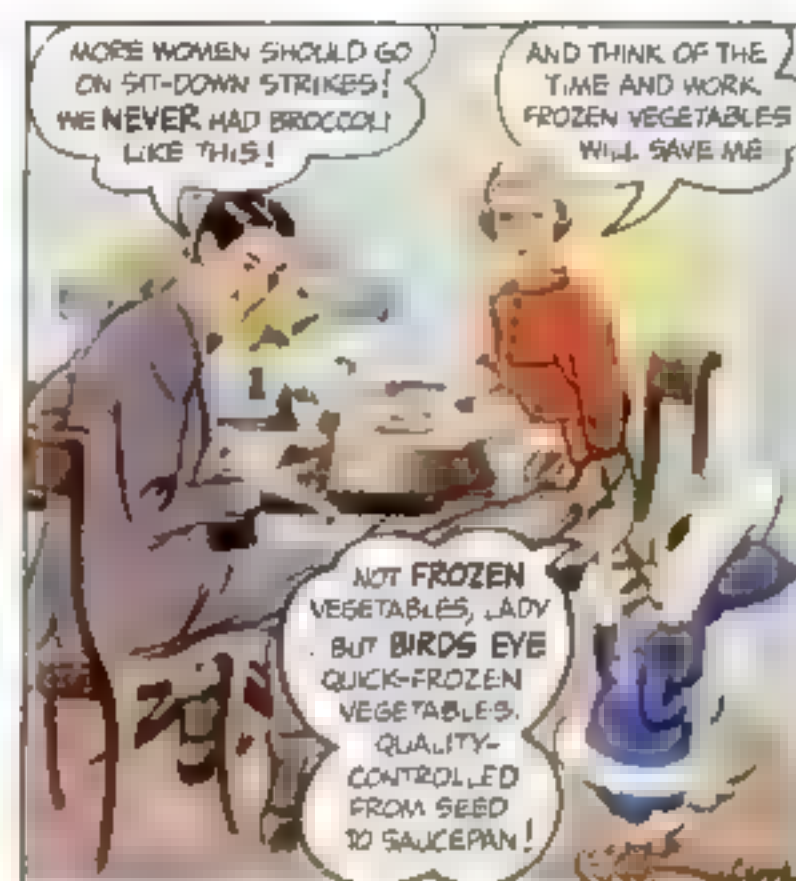
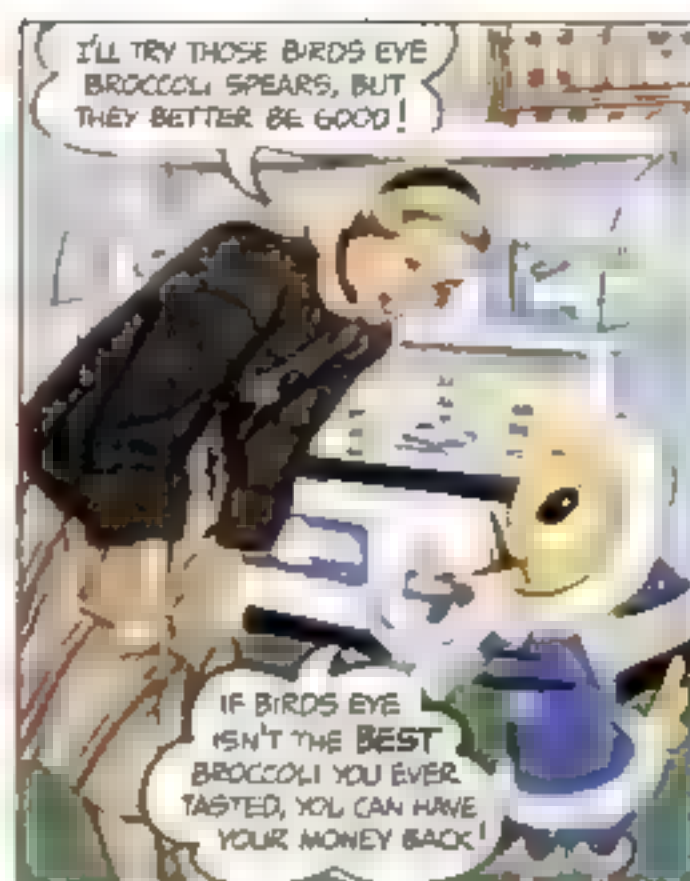
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Address.....

City State.....

Copyright 1930 Alexander Smith & Sons Carpet Company

Mama goes on a sit-down strike!



Products of General Foods

Recipe

BIRDS EYE AUTUMN VEGETABLE PLATE (goes with everything!)

1 box farm-fresh, clean-as-a-whistle ready-to-cook Birds Eye Broccoli (tender, green spears)
1 cup hot, nippy cheese sauce, or Hollandaise (if you're ambitious), or just golden, melted butter.
Cook the heavy-headed, tender-

stemmed Birds Eye Broccoli according to directions on the box. Pile the spears on a platter. Pour over your sauce, garnish with grilled tomatoes - presto!

You have vegetable eating that goes with any kind of meat or

poultry, any kind of fish!

And say, if you chill Birds Eye Broccoli Spears after you've cooked 'em, and dress 'em up with a horseradish-and-cream dressing, you have the perfect companion for cold cuts!



BIRDS EYE-bound to be better!

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ALL DRESSED UP AND ANXIOUS TO WIN VOTES FOR A NEW SCHOOL, BANNER-CARRYING NEGRO STUDENTS WIND UP THE CAMPAIGN WITH ELECTION DAY PARADE

West Memphis Ends a Disgrace

ARKANSAS TOWN, AFTER NOTORIOUSLY NEGLECTING ITS NEGRO PUPILS, VOTES THEM A NEW SCHOOL

In the U.S. South the Negro takes the leavings in education as in other things, and Americans have come to accept that fact, like it or not. But this normal unconcern gave way to national shock in March 1949 after a crusading editor revealed the disgraceful state of Negro schooling in West Memphis, Ark., and LIFE published the story of the West Memphis school.

West Memphis itself had known the story for some time. In the fall of 1947 the Negro school—a rickety 10-room frame structure—was half destroyed by a fire. After that only 310 of the 680 students could squeeze into the patched-up remnant of the burned-out building, and the rest moved into the church.

Although West Memphis provided handsomely for its white students (900 in two modern schools), the Negroes' plight seemed to worry practically nobody except Editor Jack Coughlin of the *West Memphis News*. "Go see for yourself—and then be ashamed," he advised his readers as he crusaded for a new Negro school. The crusade turned some of Coughlin's white friends into enemies, but it also won a partial victory in 1949, when West Memphis, embarrassed by

unfavorable publicity, decided to spend \$65,000 for a Negro gymnasium which could be turned into temporary classrooms. But voters turned down a bond issue which would have given the city a modern Negro school system.

This fall the renewed crusade gained vital white support. The president of the chamber of commerce, Edward Waller, campaigned with Editor Coughlin for a Negro school. So did the mayor's wife and many PTA members. The school board itself made an appeal in a letter that concluded: "There are a few selfish people who oppose this plan . . . let's show them—and the whole country—that we want the best possible education advantages for *all* children."

On election day, Sept. 26, the Negro student body paraded (*above*) to stir up votes. More than 500 citizens voted, and among these was a small group of Negroes who made a rare and brave move in their Dixiecrat town by going to the polls and casting their votes. But the decision was made by the white community and it was a credit to West Memphis. Overwhelmingly the voters approved a bond issue which would give Negro students a new \$150,000 school.



THIS SHOCKING PICTURE which appeared in LIFE (March 21, 1949) drew nationwide attention to West Memphis school. In the Negro church 370 lower graders were packed into pews in one room.

INSTANT SENSATION

**THE NEW,
IMPROVED**

INSTANT SANKA COFFEE



Let your eye tell you about the new, improved Instant Sanka. See the richer, finer coffee color! See how much more quickly, more completely it dissolves in the cup!



Let your taste tell you how much more flavorsome, more full-bodied new Instant Sanka is! Let your lips smack over that wonderful new "real coffee" taste. Here is flavor such as you've never tasted in any instant cup—even in Instant Sanka!

Let your "self" tell you!

Feel the wonderful difference that Sanka always means—the sleepful nights, the calm, relaxed days. Because Sanka is 97% caffeine-free, it can't possibly keep you awake or get on your nerves!

Product of General Foods



**NEW, IMPROVED
FLAVOR**
—and new economy...
Instant Sanka costs
so much less

All coffee—real coffee—97% caffeine free. You can drink it and sleep!

West Memphis CONTINUED



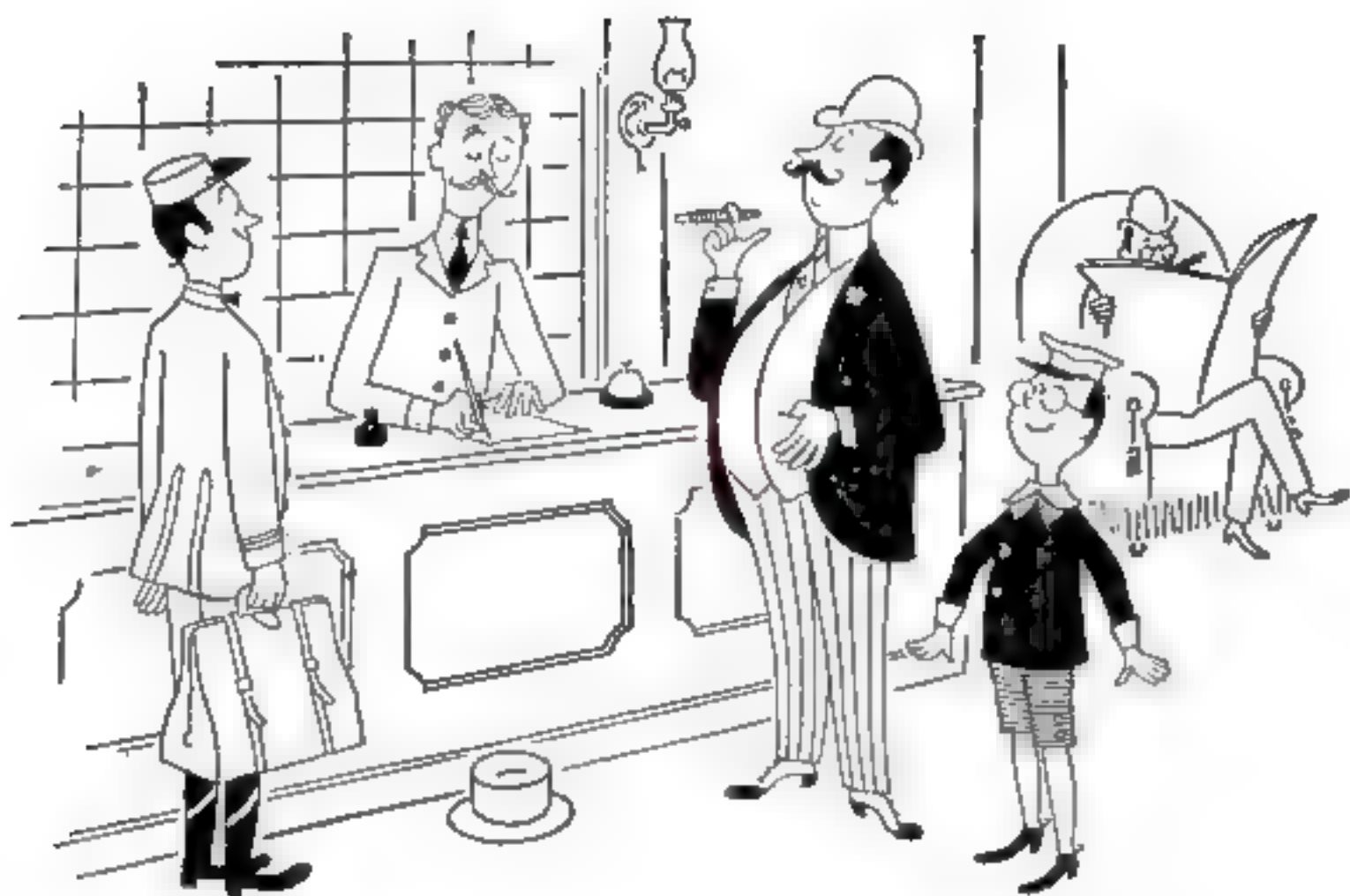
FIXING PARADE FORMATION, three columns of Negro youngsters get their lines straight by placing hands on the shoulders of the marchers ahead.



NEW GYMNASIUM, opened this year as \$65,000 first step toward a new Negro school, provides space for temporary classrooms until school is built.



AT THE POLLS a Negro, M. J. Nalley, 42, ready to cast first vote in his life, gets explanation of ballot while Mrs. P. M. Dacus, mayor's wife, votes "yes."



1. *Boyish Billy*, ten years old, firm grip on Daddy's hand,
Came into Statler, looked around, and cried: "Say! This is grand!"
"I've brought you here," his father said, "so you can learn what's best.
Throughout your life you'll find that here you really are a guest!"



2. *Student Willy*, college man, complete with cap and gown,
Remembers Dad's advice, and finds—the finest beds in town!
"Eight hundred springs and more," he says, "bring sound and dreamless sleep.
My wallet likes the Statler, too—their prices aren't too steep!"



3. *Salesman Bill* finds life is hard when on the road to sell.
But after a tough day he cries: "This Statler bath is swell!
Hot water soaks my aches away, there's soap to get me whiter,
And stacks of snowy towels to dry—no wonder life looks brighter!"



4. *Successful Will*, sales manager, must entertain a lot.
"For service smooth and wondrous food," says he, "I know the spot.
It's Statler, where each tasty meal's a blend of art and science,
And everything is so darn good it pleases all my clients!"



5. *Distinguished William*, president, still travels as of yore.
Says he: "I've stayed here many times . . . each time I like it more!
It's really in the heart of town—that helps a busy man.
So my advice to young and old is—be a Statler fan!"



STATLER HOTELS: NEW YORK (FORMERLY HOTEL PENNSYLVANIA)
BOSTON • BUFFALO • CLEVELAND
DETROIT • ST. LOUIS • WASHINGTON
STATLER OPERATED: HOTEL WILLIAM PENN • PITTSBURGH



NOW!

The G-E Clock that
AUTOMATICALLY
re-sets its alarm!



This dependable new G-E clock—The Repeater—sounds its alarm at the same time every morning . . . no need to re-set it!

THIS INGENUOUS G-E CLOCK puts a stop to absent-mindedness. You never have to re-set the alarm signal. It will wake you on time every morning for years. Convenient shut-off lever for week-end late sleepers. This automatic alarm clock is another first in the low-price field . . . a General Electric first!

Consider, too, these advantages: 1. No winding! 2. Quiet! 3. Dependable! 4. Accurate! G-E clocks are priced so low you can have one in every room.



THE WINK
Only \$4.50*

**Shatterproof Crystal!
Luminous Dial!
New, Low Price!**

NEW! The WINK! The low-priced alarm with easy-to-read dial and ivory-plastic case. New, shatterproof crystal. Polished brass sweep-second hand. Pleasant alarm signal. Sturdy base helps prevent tipping. General Electric Company, Bridgeport 2, Connecticut.

*Plus applicable taxes.
Prices subject to change without notice.

Why wind a clock today? Get a General Electric clock and forget it!

GENERAL  ELECTRIC



IN HIS FIRST CLASS SWEATT SHARES BACK ROW WITH WHITE STUDENTS

Heman Sweatt's Victory

On registration day at the University of Texas, Heman Sweatt, a 37-year-old Negro lined up with scores of white boys to enroll in the law school and had no trouble. When he first tried to enroll in 1946 there had been trouble. Texas drew the color line, rejected Sweatt and he sued for admission as a constitutional right. Hoping to get around this, Texas built a \$3.5 million Negro university, but Sweatt would not enter it. Last June, in a monumental decision, the U.S. Supreme Court held that equal legal education is the Negro's right, that the new Negro law school did not provide it and that the university must admit Sweatt. Now, with five other Negroes, Sweatt attends law classes every day.



WITH CAMPUS EDITOR RONNIE DUGGER, HE WALKS BY THE CLOCK TOWER

I lead the crowd in "Rah Rah Rah"
To cheer the team we like;
But when it comes to cigarettes,
I cheer for Lucky Strike!

I really am a Lucky guy.
Just got my Ph.D.,
To prove to you how much I know,
L.S., sir, means F.T.

Be Happy - Go Lucky!

Enjoy your cigarette! Enjoy truly fine tobacco that combines both perfect mildness and rich taste in one great cigarette - Lucky Strike!

Perfect mildness? You bet. Scientific tests, confirmed by three independent consulting laboratories, prove that Lucky Strike is milder than any other principal brand. *Rich taste?* Yes, the full, rich taste of truly fine tobacco.

Only fine tobacco gives you both real mildness and rich taste. And Lucky Strike means fine tobacco. So enjoy the happy blending that combines perfect mildness with a rich, true tobacco taste. Be Happy—Go Lucky!



**L.S./M.F.T.-
Lucky Strike
Means Fine Tobacco**

COPR., THE AMERICAN TOBACCO COMPANY

Some claim this and some claim that,
But when all's said and done...
For full, rich taste and mildness, too,
Lucky Strike's the one!

The most important new car in



Henry J Sedan...See it today at your Kaiser • Frazer dealer!

costs

less to buy

...

less to drive

...

less to maintain

America...

Henry

*"It fills the needs, the wants, the purchasing power of all America
as no other car has done in the last ten years, and has the full
generous proportions to which Americans are accustomed.*

*It is the car that every American family can afford to buy,
to operate, to maintain, and be proud to own."*

(signed) HENRY J. KAISER



smart!

The Henry J's a honey! Smart to look at... smart to own! Note the "low waistline"... speed-style radiator grille... fluted upswept fenders... fashioned flanges at wheel cut-outs. Extra-wide doors, front seat 5 feet wide! And the rear seat folds forward, giving you 55 cubic feet of storage space!

tough!

The Henry J's tough as an elephant yet nimble as a kitten! Husky Double Channel Frame... the rear axle, Hypoid geared, as in most expensive cars! Largest vision area in any low-priced car! Short turning radius, Triple-Control Steering, oversized brakes make it far safer, much easier to handle, to park!

thrifty!

The Henry J means less to pay every way. You get up to 30 to 35 miles per gallon from the quiet, responsive Supersonic Engine (choice of 4 or 6 cylinders). Lower maintenance... repair bills... insurance... operating cost! Your savings, in just two years, can more than total the down payment on the Henry J!

Built to Better the Best on the Road!

Kaiser-Frazer Sales Corporation, Willow Run, Michigan



What's the world's best Meat Loaf recipe?



THIS  **ONE**

made with...

Mother, try it and see!

Watch your hungry family lick up every delicious drop of the flavorful, tart-sweet gravy. They'll say, "Wonderful! Give us Meat Loaf Hunt Style every week!"

Just be sure to use the Kettle-simmered tomato sauce—Hunt's. No other tomato sauce can make your recipes so good!

1½ lbs. ground beef
1 cup fresh bread crumbs 1 egg, beaten
1 medium sized onion, chopped
1½ tsp. salt ¼ tsp. pepper
½ can Hunt's Tomato Sauce

Lightly mix ingredients and form a loaf. Place in shallow pan in moderate oven (350°). While it's starting to bake, combine the following to make a tart-sweet

sauce that's out of this world for flavor—thanks to Hunt's Tomato Sauce:

½ can Hunt's Tomato Sauce 2 tbsp. vinegar
2 tbsp. prepared mustard 1 cup water
2 tbsp. brown sugar or molasses

Pour over meat loaf in oven; continue baking 1½ hours longer, basting occasionally. Serve 6 lucky people the best meat loaf ever! If any's left, it makes delicious sandwiches.

It's nice to find something as good as Hunt's Tomato Sauce that costs so little. Just a few cents a can!

Always keep some on hand for your stews, soups, casseroles, spaghetti, gravies, leftovers. You can't find a better tomato sauce than Hunt's—at any price!



**THE KETTLE-SIMMERED
COOKING SAUCE**

Hunt-for the best

Hunt Foods, Inc., Fullerton, Calif.

Quick, delicious desserts:
**HUNT'S
HEAVENLY PEACHES**





RICE INSTITUTE PAID \$2 MILLION FOR ITS NEW 70,000-SEAT STADIUM AND HAS TO HAVE WINNING TEAMS TO FILL THE STADIUM AND JUSTIFY THE INVESTMENT

Football Is Pricing Itself out of Business

IT COSTS \$275,000, NOT COUNTING WHAT PLAYERS GET, TO KEEP COLLEGE TEAM IN BIGTIME TODAY

by MARSHALL SMITH and RICHARD OULAHAN JR.

COLLEGE football is on the verge of pricing itself right out of business. The cost of assembling, equipping and maintaining a successful team has become so inflated that some schools are losing money and giving up the game in disgust. Other colleges are engaged in a bitter struggle to make ends meet. Even the big-timers, concerned with rising "break-even points," are scrambling harder for bigger gates and what they consider their rightful percentage of the take.

The good old days, when any college could get rich simply by violating a few amateur ideals, are dead. Halfbacks can no longer be bought for \$50 and a free education. Neither is there much left of the do-or-die tradition that surrounded the game in the day when a Yale coach told his boys in a voice choked with emotion, "You'll never do anything in life as important as

play football against Harvard." There is no real scope today for reformers, like the Carnegie group, which were concerned more with erosion of college amateur standards than with college fiscal problems. There are no amateur standards left worth mentioning. It is mostly touchdowns and dollars and cents. As a big business football has not only kept up with the pace of inflation but is way out in front running interference for it.

For \$275,000 a year, not counting player subsidies and other hidden expenses, any college in the U.S. can have its flashy, bigtime football team. That is what it cost the University of North Carolina to stay bigtime last season. At other pressure areas like Pittsburgh and Southern California, where alumni enthusiasm and incomes are higher, the cost of football has risen almost to \$500,000 and is still going up.

North Carolina's well-dressed footballer wears out one pair of the finest yellow kangaroo shoes a season at \$18 a pair, plus a couple of pairs of other practice shoes; the squad wardrobe consists of 146 complete uniforms at \$132 apiece; the latest-type plastic headgear costs nearly as much as a whole uniform did back in the 1920s. The team eats at a training table that costs \$23,000 a year to set and travels by chartered plane. At West Point the bill for adhesive tape alone runs to \$3,000 a season. The only free item in Ohio State's spiraling gridiron economy last year was the air used to blow up the \$2,128 worth of footballs the team used. Head coaches on some campuses have for years pulled down more pay than the college president, but today even assistant coaches are paid more than some full professors.

A change in football's free substitution

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NO WONDER active men are delighted with these wonderful GRIPPER Fasteners! They're on to stay... yet are easy to snap and unsnap.

And women like them better, too, because they know that GRIPPER Fasteners (made only by Scovill) won't pop off... chip... or break. They're

laundry-proof, and make ironing so much easier!

So, this year in Boxers (or whatever style of woven shorts you prefer) you'll find that GRIPPER Fasteners are a wonderful advantage. And shorts with GRIPPER Fasteners are available in leading brands everywhere.

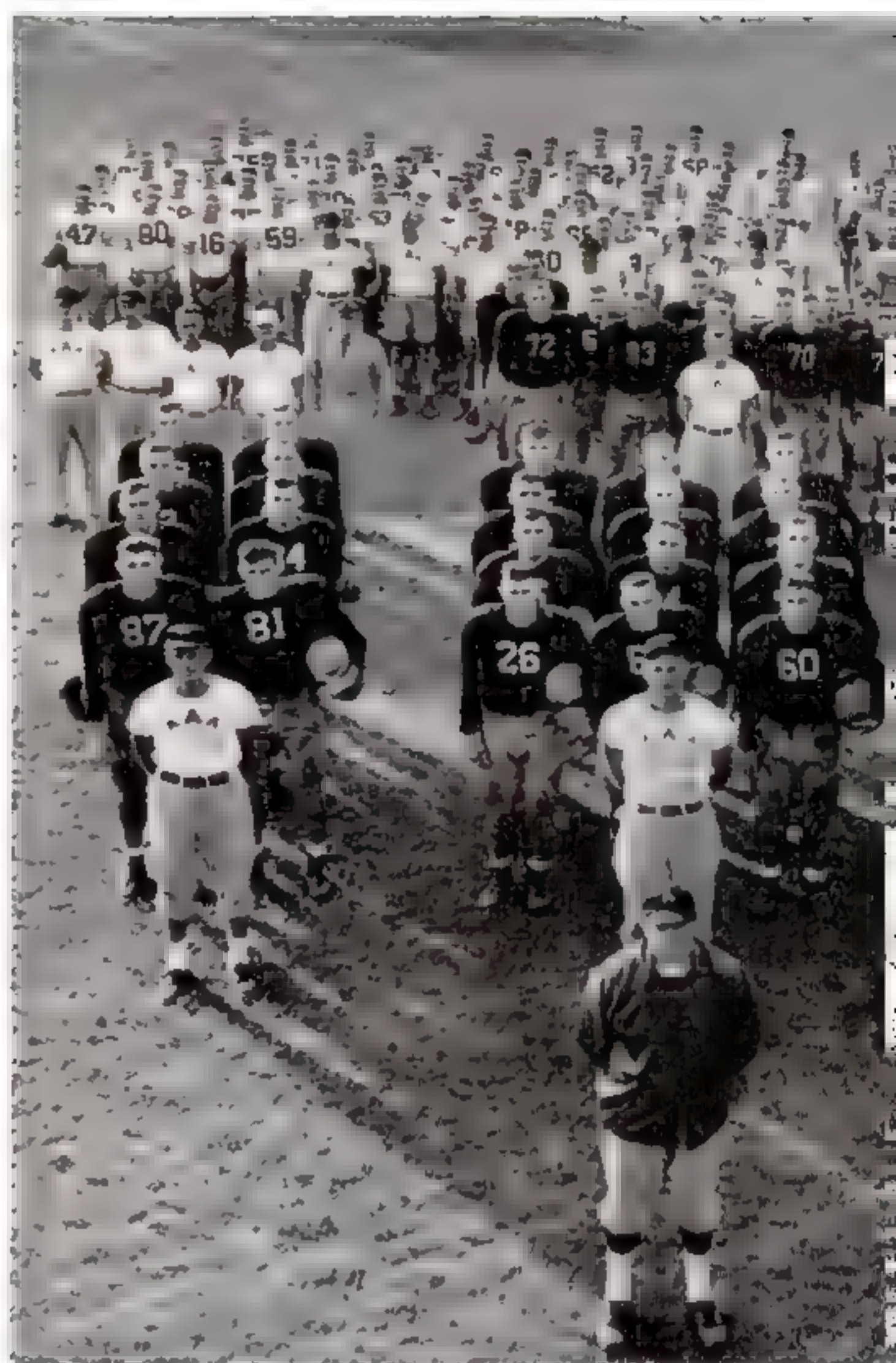
GRIPPER Fasteners for home attachment are available at all notion counters.

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FOOTBALL CONTINUED

rule helped kick the cost of the game out of sight. It bred the two-platoon system and the need for more manpower and more coaching power. The size of squads has increased from 45 to 70, and head coaches have less and less to do with the individual. At Alabama, where he operates with an 11-man coaching staff and a squad of 90, Coach Red Drew simply asks this assistant and that assistant for one or more men when he needs substitutes during a game.

The modern football coach is a high-pressure, aspirin-chewing entrepreneur whose job approximates that of the producer of a Broadway extravaganza. He cannot afford to scrimp while assembling his cast, putting it in rehearsal, costuming it. If the show is a hit and he keeps those seats filled up, he will "get off the nut" and show a decent profit. The coach's concern about half-filled stadiums is shared by the college's president and comptroller. "These fellows," says one college president, "are just as worried about the budget as about how the team will make out."

The educators, especially those in schools that are on the fringe of the bigtime, are in a bad spot. They have a bearcat by the tail and do not dare let go because of stadium investment and alumni pressure. But they find it dangerous to hold on. Football, long regarded as the breadwinner for other college athletics, is threatening to become a liability. St. Louis University, after losing \$110,000 on football last year, abandoned the sport. Canisius had a deficit of \$70,000 and threw in the sponge. So did some smaller schools: Alliance, Steubenville, Portland U., Rollins, Oklahoma City University, Rio Grande, Genesee.

The big operators still have no worries. Notre Dame, which played to 59,000 cash customers in its opening game this season, was also watched by about six million more over a 46-station television hookup. Notre Dame gets \$185,000 a season out of TV, and Harold Stassen, president of the University of Pennsylvania, tried to peddle his school's TV rights for \$150,000. He ended up by taking less than half of that—still a pretty fat cushion against possible



MANPOWER of Army football squad assembles behind Head Coach Earl Blaik. In the first row are the ends (*left*), the defensive linemen (*center*), the offensive backs (*right*). In second row are trainers, team physician (*left*), offensive linemen (*center*), defensive backs (*right*). In the third row are plebes (*left*) and the "B" squad. This group of 182 men represents the personnel necessary to field a modern, winning team. Since the institution of the two-platoon system, training and equipment expenses have practically been doubled.

box-office apathy. But most schools have no such extra income to supplement gate receipts. Virginia showed a modest profit last season but would have lost money if the state legislature had not kicked through with \$50,000 for repairing the stadium foundation. Even with a winning team Williams went \$2,000 in the red on football last fall. "We have created a monster," says one athletic director, "that nobody knows how to slay."

Since World War II the monster has grown bigger and greedier. The stampede for talent began on V-J Day with colleges bidding openly and without shame for football bodies. Ex-GIs who had played with service teams sat back waiting for offers, accepting deals that included shiny, new convertible cars and as much as \$8,000 in the bank. One prize prospect had offers from 61 different colleges. He finally accepted one that sounded like the jackpot of a radio quiz show—board, room, tuition, books, free laundry, \$300-a-month pocket money, free transportation to and from games for his family and \$5,000 cash in the bank.

Because ex-servicemen got tuition free under the GI bill, the customary athletic scholarship was not enough. They wanted cash. At Illinois some jealousy developed in the backfield over how much which player was getting paid. At Tulane, where athletes lived apart from ordinary students in \$250,000 Zemurray Dormitory, discipline was maintained the way it is on professional clubs—by fining players for misdemeanors. At California a fullback made a classic slip of the tongue by saying the blockers in front of him on one touch-down were "the best money could buy."

After five years the great man hunt has turned less flamboyant but no less intense. "The tendency," says Coach Carl Snavely of North Carolina, "is to dip into gate receipts to go out and get more players to build bigger and better teams, then build bigger stadiums to get bigger crowds to get more money to spend on more players to build bigger and still better teams."

The most expensive single item in football—the player subsidy—never shows on the books at most schools. That is charged to organizations like Educational Foundation, Inc., a group of loyal

CONTINUED ON NEXT PAGE

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TRY THIS DRUGLESS WAY to induce a good nights rest

How will you sleep tonight?

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It helps to break down nervous tensions built up during the day—induces natural relaxation and prepares the way for peaceful sleep.

Furthermore, Ovaltine assists in rebuilding you during sleep, because Ovaltine has been processed in such a way that its important food elements are readily digested and absorbed, even as you sleep.

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FOOTBALL CONTINUED

North Carolina alumni who maintain a fund of \$500,000 and sweeten it by \$150,000 each year. Ohio State has its Front Liners and Southern California its Trojan Club. Oklahoma's Quarterback Club dug deep in its pocket to buy talent last year. Some state universities just lean on the state treasury.

In Florida a portion of the state's take from dog and horse race tracks was earmarked to buy the University of Florida a football team. A coach was imported at a higher salary than the governor of the state gets. One of the juiciest morsels of gossip among coaches is the amount of money Georgia and Mississippi State are spending for athletic scholarships. "Football is a mighty costly business, son," admitted one Southern athletic director. "It's a wide-open, million-dollar, big business." At most big schools the annual tab for "interviewing and entertaining" new talent runs to more than \$40,000. A Southeastern Conference school estimates that a football body costs \$1,400 before it arrives on the campus.

Under this system retainers are paid to high school coaches for steering boys to the right campus. In the Midwest a new routine called the "Pullman weekend" is the delight of promising high school players. It consists of one weekend trip after another, all expenses paid, to Northwestern, Vanderbilt, Yale and other campuses on the big football wheel. The usual clincher is the \$1,000 some happy alumnus slips into his pocket.

How the system affects a boy

THOUGH concerned over the money his school lost in trying to compete with this type of operation, Father Paul Reinert, the president of St. Louis University, is even more disturbed by what it was doing to the boys. "It gives them," he says, "the feeling that they are owed a living—and the average boy of 17 makes the most of it. Instead of going to a school for what he feels it can give him, he is inclined to go there for what he feels he can magnanimously give it." A lot of farsighted football coaches were inclined to agree with him.

"It isn't a question of winning all the time," says Carl Snively. "Only Notre Dame does that. It's a question of doing the thing honestly." He admits to most of the violations at North Carolina that every other big school is guilty of. He thinks that a system can be made to work through the use of sanctions: "There is no damn excuse for the \$1,000 in the bank. I believe in declaring these players ineligible. The only way you're going to control the alumni is to make them think their money is going to hell." But Snively, like most of the others, is waiting for everybody else to do it first.

The chance of that is pretty remote—at least before a lot more damage has been done. This season is certain to be tougher on pocketbooks than last. Syracuse, Temple and Boston College have taken to playing some games on Friday nights to avoid conflict with big Saturday attractions. The customers are staying away from smaller games to watch big ones on television. The little fellows are being squeezed out, and the big ones are getting bigger.



JUBILANT TEAM AND COACH celebrate in dressing room after Coach Biggie Munn's Michigan State players upset Michigan, 14-7. For any college a big win like this means bigger crowds and more money to pay expenses—and also a great temptation to get more deeply involved in football bigtime.



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I tasted it...



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The largest-selling beer in America!
The Beer that made Milwaukee Famous!*



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TUNE IN! Mr. and Mrs. Ronald Colman, "The Halls of Ivy" Wednesday nights on NBC

A COUNTY OPENS A COLLEGE



ON REGISTRATION DAY JANITOR MAKES LAST-MINUTE CHANGES CONVERTING THE BARN INTO A COLLEGE

TWO-YEAR COMMUNITY SCHOOL SOLVES A HIGHER EDUCATION PROBLEM

In a nation where everybody is demanding higher education for more and more people, the traditional four-year college is no longer a practical answer. Most high school graduates cannot afford four years of tuition and board away from home, nor do they need such long-term training. And the four-year colleges cannot afford the expansion necessary to educate all the applicants. The brightest solution lies in the two-year junior or community colleges which have tripled in number and enrollment since 1920. These smaller colleges, usually set up for students within commuting distance, dispense with dormitories and gear their courses to the needs of the area. For most students this

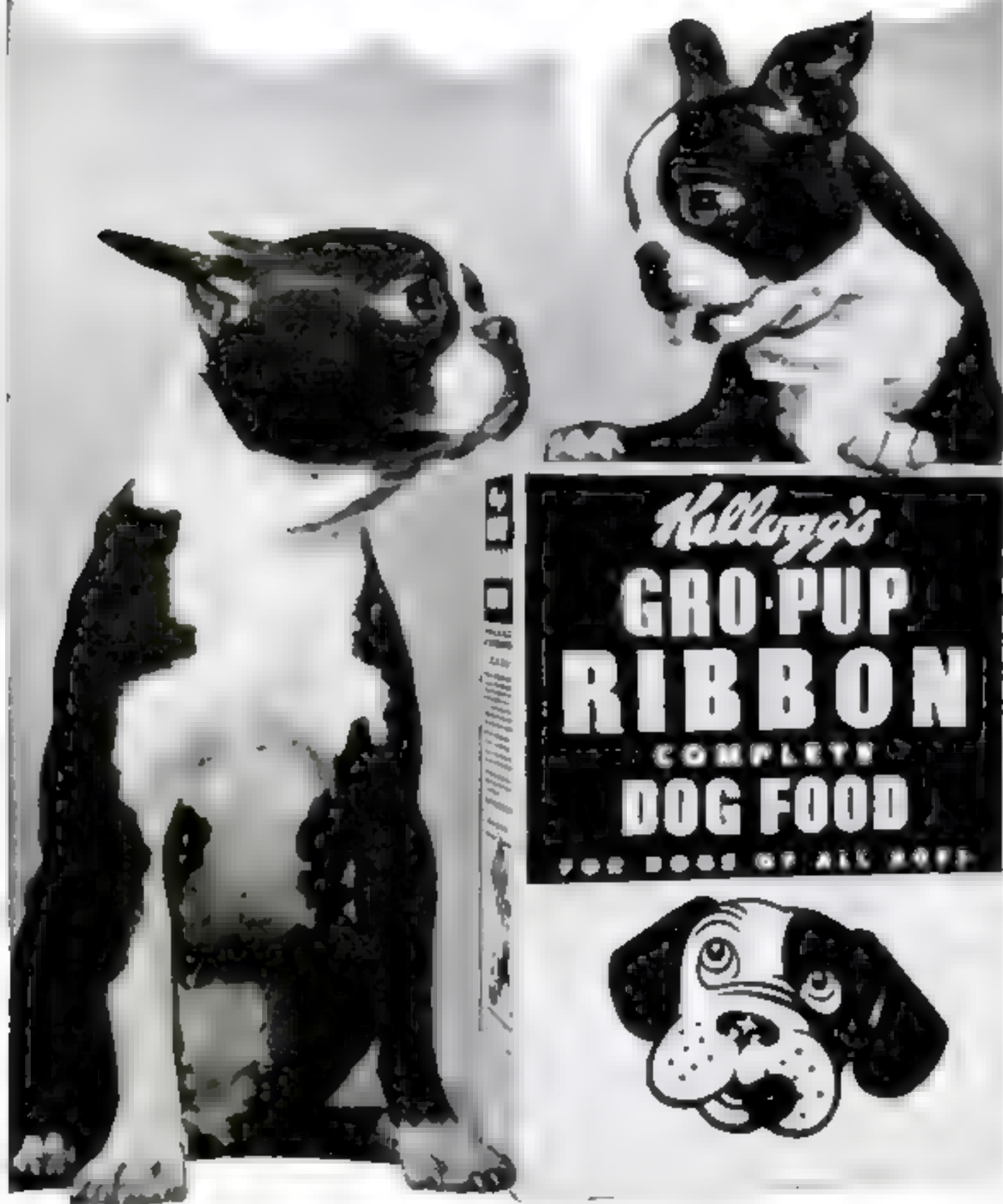
means low-cost education since they eat and sleep at home. It also means they are especially trained for the economic life of their own community.

Last month in Middletown, N.Y. the Orange County Community College opened. This school, desperately needed in this college-starved section, is the first product of the State University of New York's program to establish independent colleges in 11 economic areas of the state, supported equally by the state and local area. In Orange County the determination of a Chamber of Commerce secretary and the generosity of a lady who gave up her \$3 million estate have given 160 students a chance at college education for only \$200 tuition a year.



FIRST STUDENTS applied even before the college had a permanent home. County had lowest percentage of college students in state.

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GRO-PUP IS THE FIRST dry dog food to be awarded this seal of approval as a *Complete Food*.

**FOR DOGS OF ALL AGES, SIZES AND BREEDS
GREAT FOR CATS TOO!**

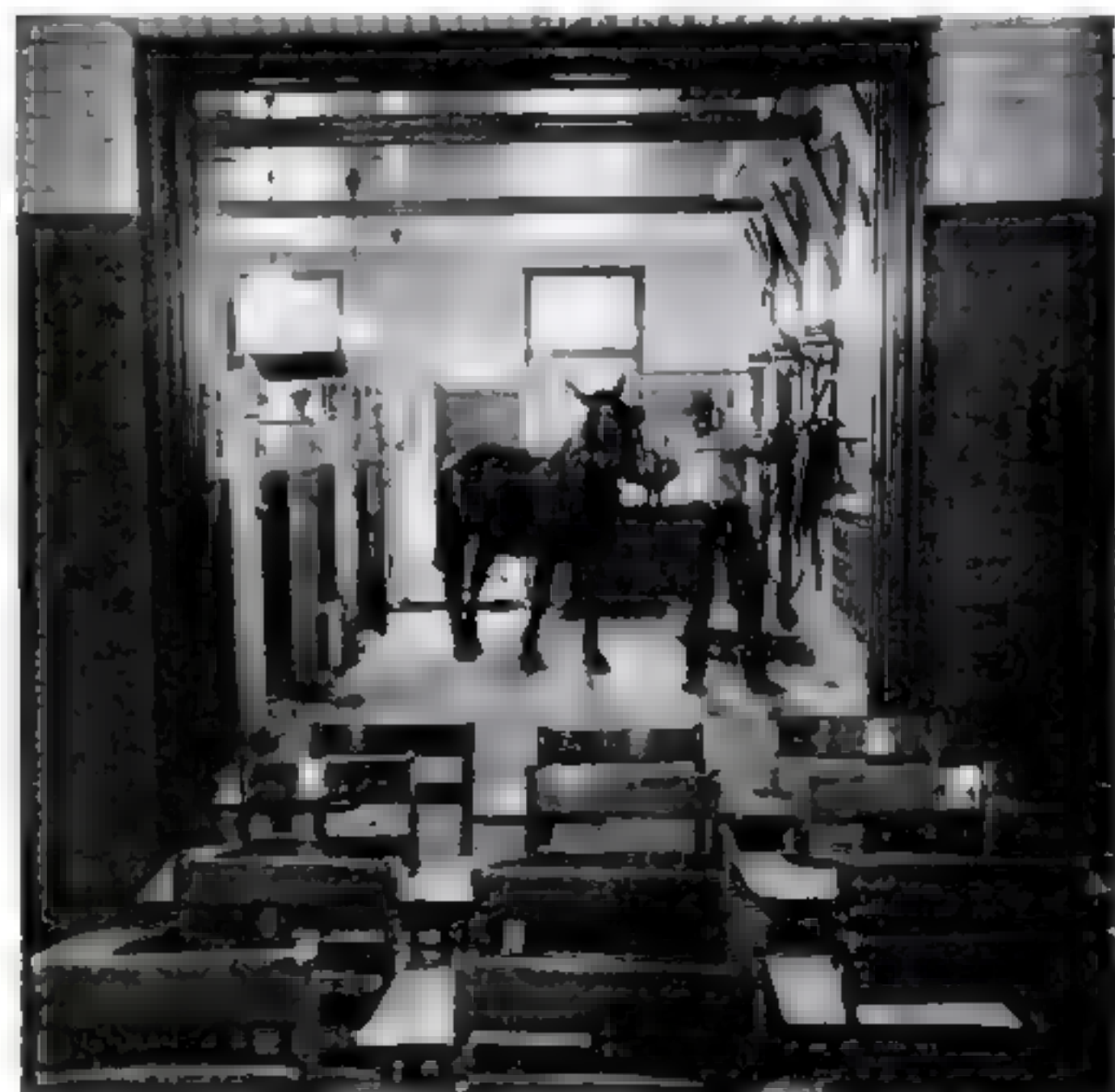
Community College CONTINUED



IN FURNITURE STORE businessmen gather to plan a fund-raising campaign. The state, the county and the student each pay one third of \$600 tuition.



AT GRANGE MEETING Chamber of Commerce Secretary Fred Germain (left) asks for farmers' support. Germain is acting president of the new college.



IN STABLE on estate old work horse moves out to make way for chairs. College opened in barn since Morrison family is using big house until next year.

CONTINUED ON PAGE 79



...and one to grow on

If you could give your child the one birthday present that would do most for him while he's growing up—what would it be?

You know the answer—it's security.

But security is a big word—and there's more than one kind. There's the bread-and-butter kind that includes a good education and a good start in life. And there's the inner kind—a happy home where grown-ups are at peace with life—because they don't have to worry about Tomorrow.

Luckily both kinds of security come in the same package. When you safeguard your family's future with The Prudential, you also reap one of life's greatest rewards—peace of mind.

Prudential life insurance is that wonder-of-wonders, the gift the giver

gets. While you are guaranteeing your child the chance to grow to happy maturity, you are giving yourself "one to grow on," too.

It's our birthday, too

This month The Prudential is 75. We're proud of the security we've been able to bring to American homes for three quarters of a century.

And it's a pleasant thought for us that we're helping a lot of people stay younger in spirit by taking off their shoulders many worries about tomorrow.

Enjoy the Jack Berch Show—
Every morning,
Monday through Friday, NBC.



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DONOR OF ESTATE is Mrs. Christine Morrison (right). Conversion of tile-and-concrete barn to college building cost \$20,000, equipment an added \$60,000.



MAIN BUILDING will be this four-story, 40-room mansion built in 1905. Lecture classes will eventually be held here. Labs and workshops will be in barn.



COLLEGE DEAN interviews prospective teachers for place on the 11-man faculty. School requires liberal arts courses in addition to vocational training.

TAKE PICTURES INDOORS

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SPEED FLASH
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Most Cameras
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By the creators of the "Camera of Tomorrow"

... so easy when you add a

KALART Speed Flash

Don't put your camera away because days are getting shorter. Add a Kalart Speed Flash and take snapshots *after dark*—the children in natural home surroundings—party pictures—other candid *indoors*. A Kalart Speed Flash gives you two magic new powers—*plenty of light, right at your finger tips*—the ability to take action shots, because the flash of the lamp is so quick it stops most motion. There's a Kalart Speed Flash for almost every camera—old or new. Easy to attach and use. Click the shutter and your Kalart automatically lights the flash lamp at just the right moment to give you a clear, brilliant picture. For sure-fire results, get a genuine Kalart. It's dependable and trouble-free—made by

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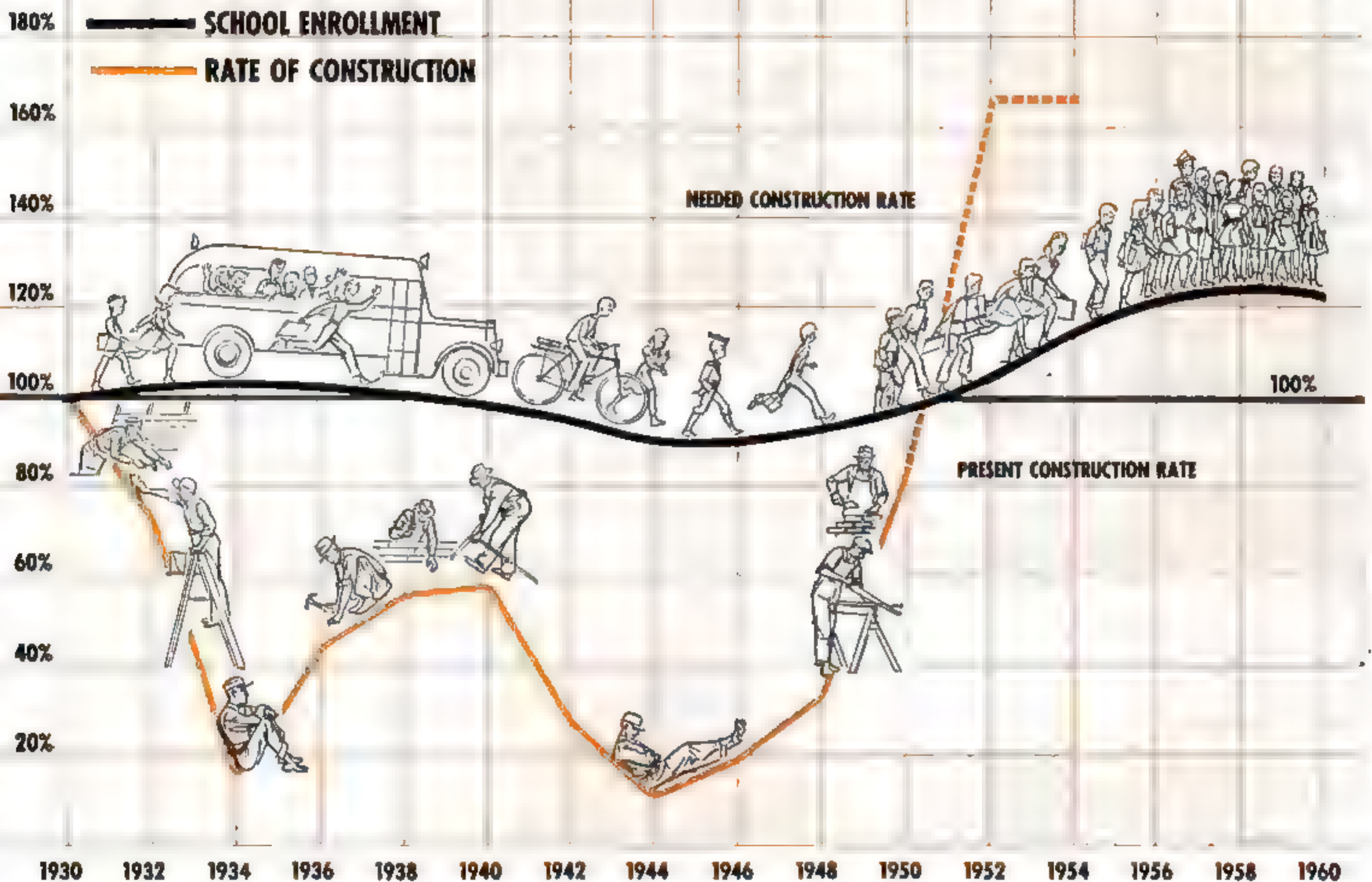
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New Schools

**U.S. IS BUILDING SOME FINE ONES
BUT IS FACING A SERIOUS SHORTAGE**

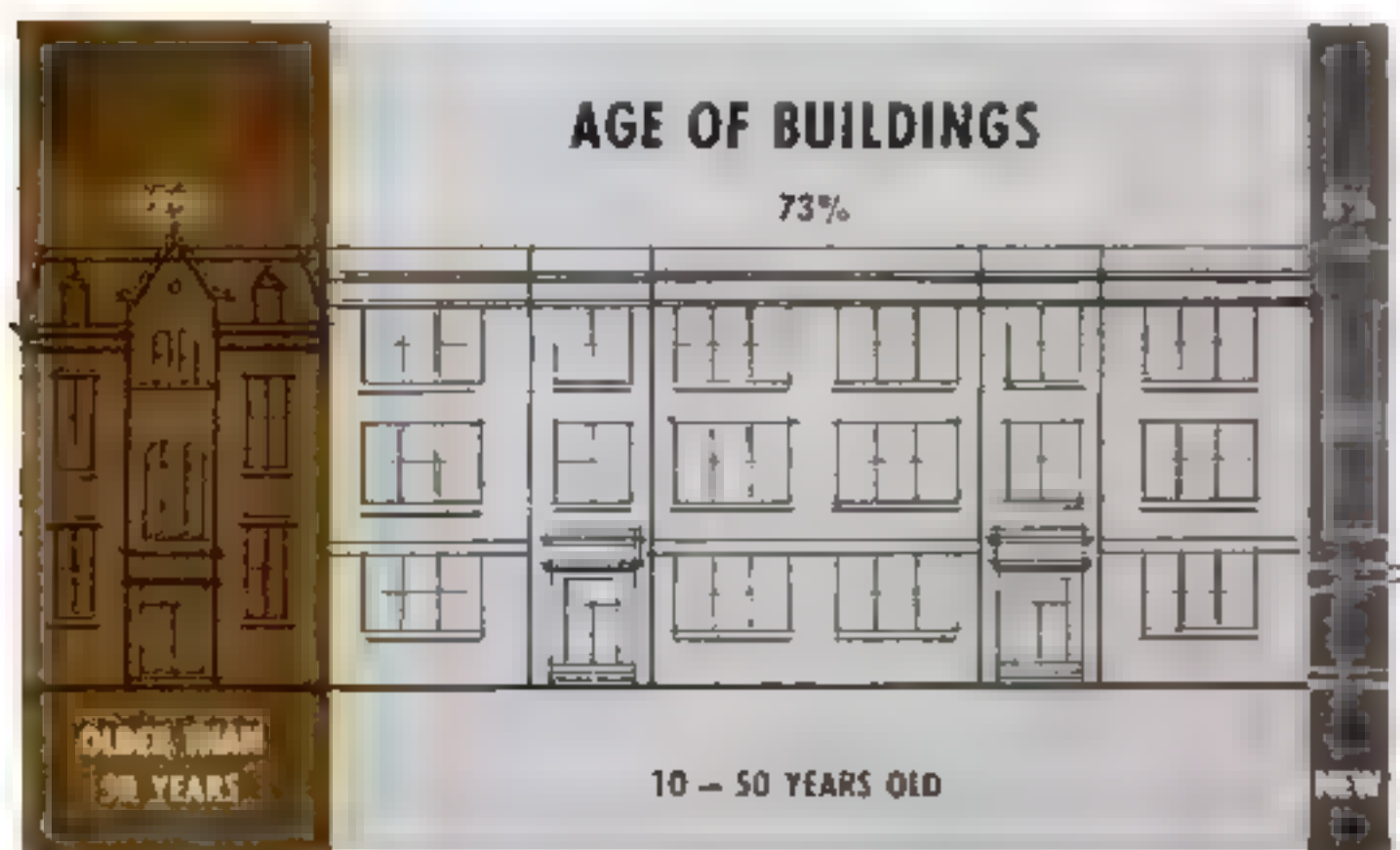
For the past quarter century U.S. schoolmen have been putting up a determined but sometimes disheartening fight for adequate school buildings. The general building program they started in the 1920s was stopped by the depression. The program begun in the late '30s was stopped by the war. This year, for a while, they thought they were in at last. The biggest school-building program in U.S. history was under way—\$757 million worth of fine new schools have been going up all over the country.

Schools are desperately needed, as the chart

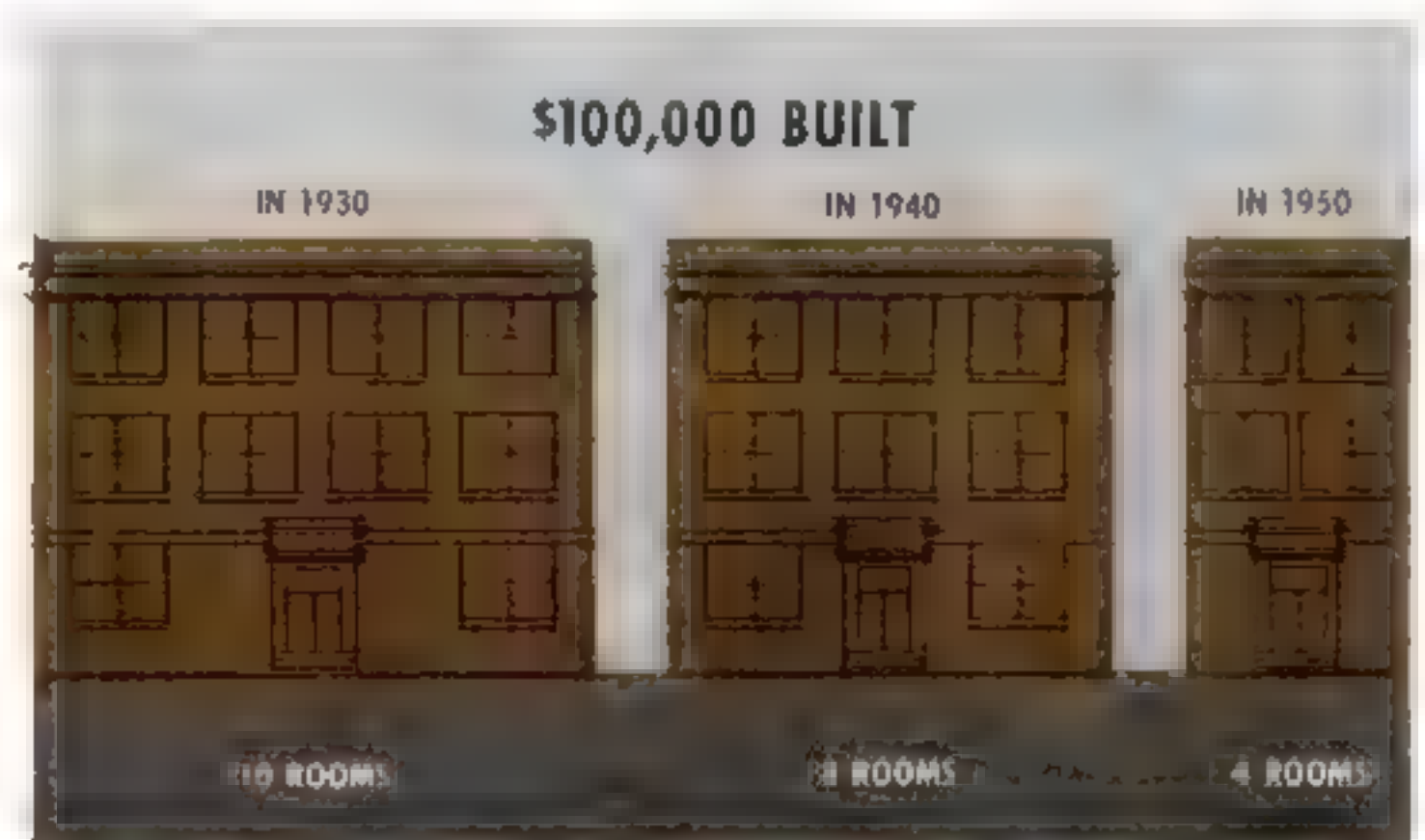


CRITICAL SHORTAGE of U.S. school buildings is shown in this chart based on Office of Education figures. In it 1930 is shown as 100% (gray line) because in that year the U.S. was building public schoolrooms at the proper rate—one

to every 1,000 students. This rate (red line) dropped sadly with the depression, crept up but was stopped by the war. It is climbing again, but must climb twice as high to make up for swelling enrollments (black line) and years of lost time.



BUILDINGS ARE OLD and more are becoming obsolete every year. But age is not the only problem; during the war and the depression school maintenance was sadly neglected and many relatively new buildings are now in bad shape.



COSTS ARE UP and are still rising. The chart above shows how much school \$100,000 could buy in 1930, 1940 and 1950. On the bright side is the fact that high costs have forced the new schools to be built economically and efficiently.

below shows. Authorities estimate that about 15% of the nation's schools ought to be condemned out of hand. One fifth of the city schools now in use were built before 1900 and the rural schools are in no better shape. Next year more buildings will become obsolete, the following year still more. But every year from now on the school enrollment will skyrocket (see chart) until it reaches a colossal 37 million children in 1960. Far more aware of the needs and crises than they have ever been before, U.S. citizens have been ready to back many more

new schools. But even as those were being planned, the war in Korea came and schoolmen now have a sickening feeling that their program may be postponed or cut back.

For those whose schools are built or rebuilding, however, the picture is bright. The new U.S. schools are the finest in the world. Whether as a result of economy, good taste, common sense or all three, they are no longer grim brick institutions or impersonal monuments to the local boards of education. Instead, like the buildings shown on this and the following pages, they are

cheerful, light and airy, and built around the needs of the teacher and the child.

Going to class is no longer a matter of pounding up and down flights of stairs; the new school is apt to be one story and L-shaped, with classrooms spread out along the two wings. Its classrooms are square or even rounded, often walled with glass block which directs daylight evenly to the darkest corners. It is now built to serve the whole community, a place where adults and young people can see movies, hear lectures or dance when the children are safe at home.



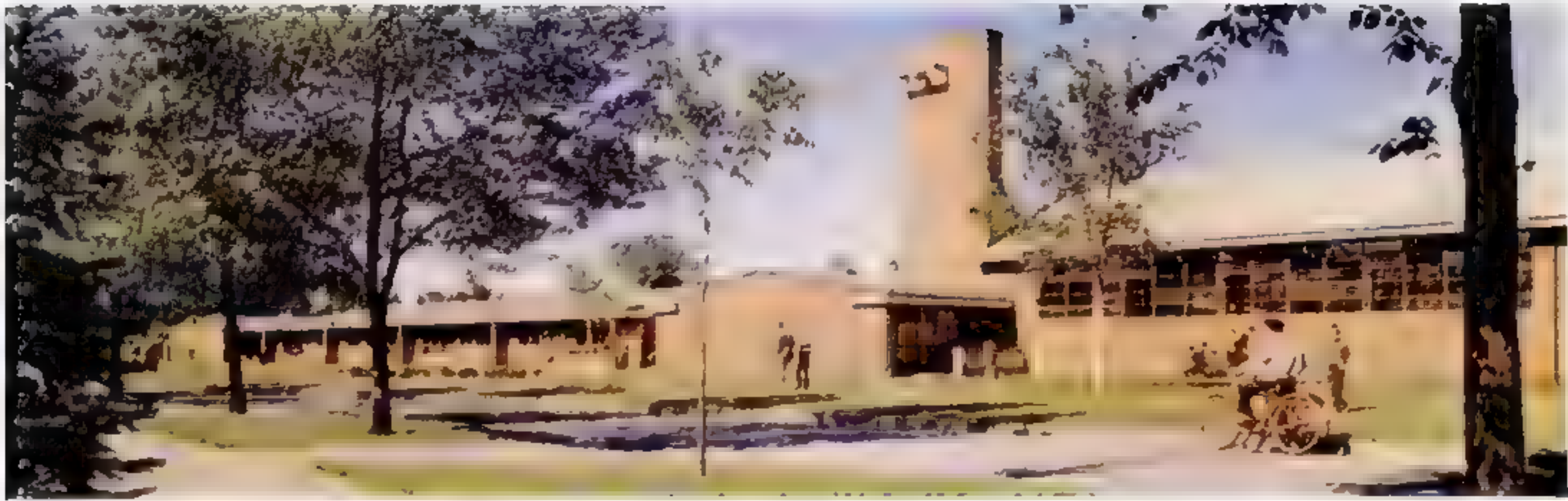
IN THEIR NEW GYM second-graders of Blythe Park School (next page) play tag game called "white elephant." The elephant (girl in center) is "it" and has to touch everyone with the ball. Gym's floor-to-ceiling windows are made of safety

glass to withstand the bounce of the ball. The arching girders are of laminated wood, for cheapness, and ceiling is pitched to harmonize with rest of building. School only goes through fifth grade, and basketball boards are mainly for community use.



IN KINDERGARTEN children rest in a room which has a fireplace and oriental rug, and is gaily decorated to make their first real separation from home as

undisturbed as possible. Two of the walls are windows, one is red brick and one (background) is made of Ponderosa pine so the children can pin up their drawings.



BLYTHE PARK SCHOOL is three separate buildings connected by glassed-in corridors. At right is the gymnasium-theater-library building which includes the

brick chimney. To the left of this is the main classroom building and, at extreme left, the kindergarten building. School was expensive, cost \$430,500 to build.

SCHOOL IS MADE GAY AND HOMEY

Nowadays, in the fine new schools the country is building, it is not enough to supply shelter and space; educators are greatly concerned with what they consider to be the emotional needs of the children. The Blythe Park elementary school, just put up at Riverside, Ill., uses every possible device to keep children happy and make them feel at home. The architects, Perkins & Will of Chicago, conceived it as a low, friendly building broken into three connected units. In one of the classroom units the kindergarten children (*opposite page*) have a room with a fireplace and an entrance of its own so the older children will not bother them. In a second, in line with the new trend, each classroom has separate toilets and its own workroom for experiments and special projects. Each room is lighted with natural daylight on two sides and decorated in cheerful colors.

The third building unit at Blythe Park is designed to be used by the whole community. In it are a music room, a library, a gymnasium and a theater, all served by a separate entrance and open to all the citizens of Riverside at any time. Outside the school there is a lighted amphitheater for meetings and band concerts as well as for school activities. And the whole campus of the school is a 5-acre public park.



TRADITIONAL BELL which swings from the tall chimney is regarded as trademark of Blythe Park

It rings twice a day, is operated electrically. "It is a tie with the past," says the superintendent of schools.



COMMUNITY SHOW in Blythe Park's theater is given by students of local Vlasta Svoboda School of the Dance, none of them Blythe Park pupils, for their

friends and proud parents. Here three little girls billed as "The Sunbonnet Adorables" go into a curtsy after a tap routine. Theater is also used for school movies.

New Schools CONTINUED



PLAY AREAS of Carmel Woods School, Carmel, Calif., open off classrooms which are shielded from

direct sun by roof overhang. Have two window walls and are lighted in center by window strip in roof.



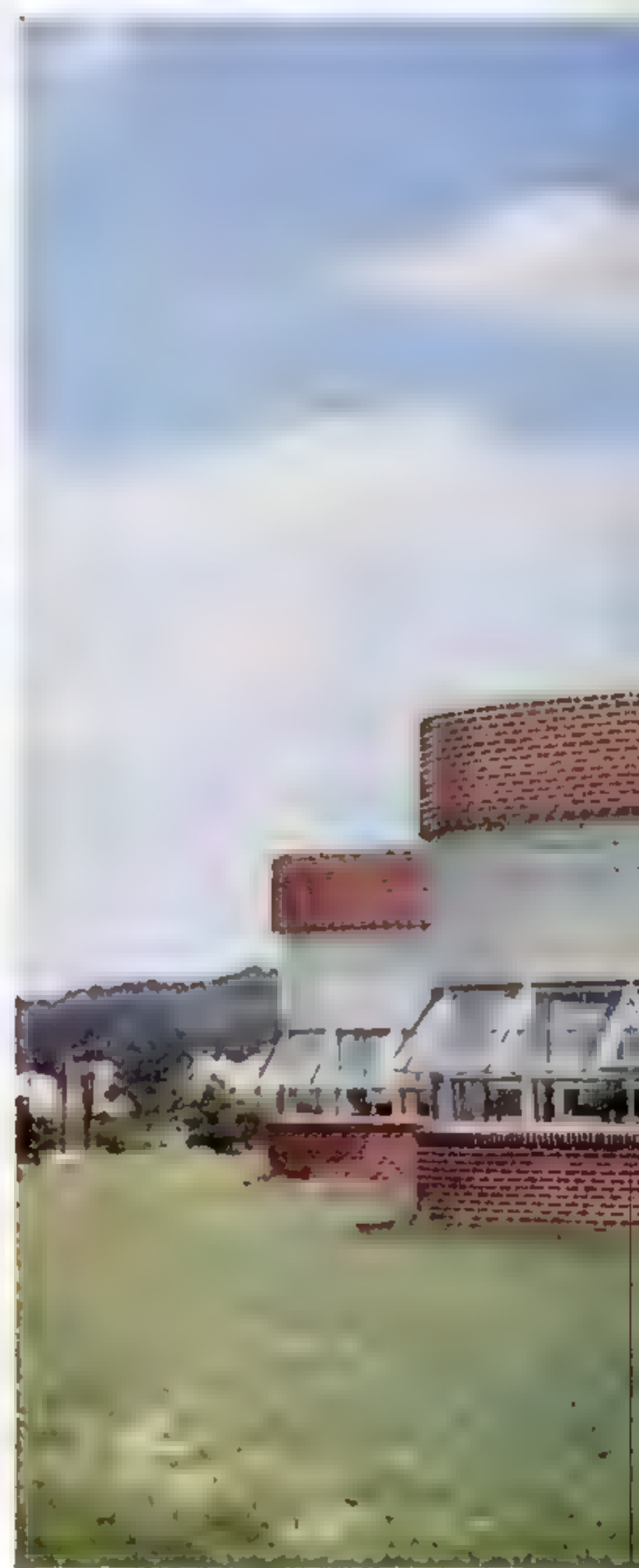
CLASSROOMS of Carmel Woods have movable chairs and tables with removable legs so that light

can be changed. The outdoor feeling of the big window is enhanced by plants growing inside and out.

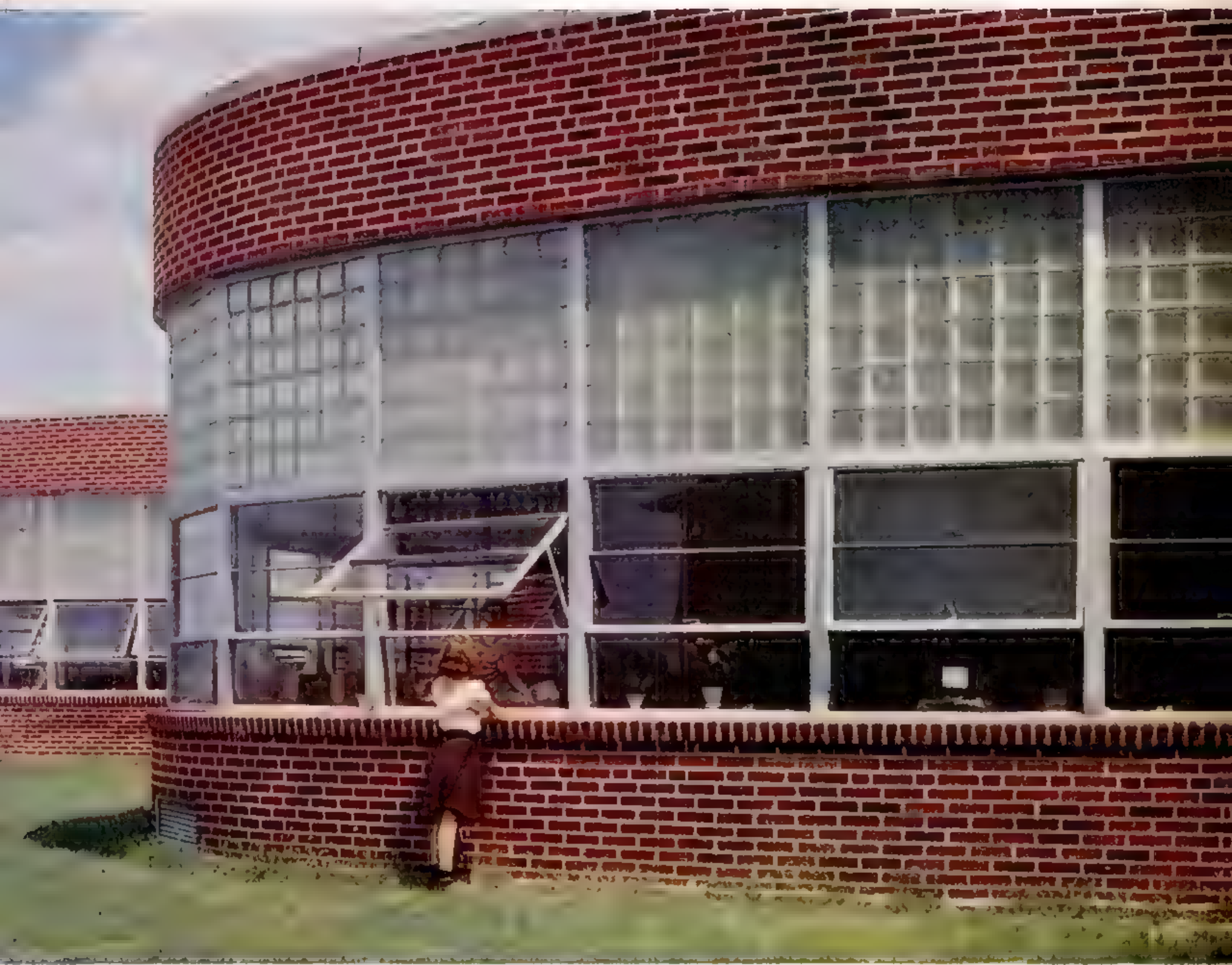


SCHOOL GARDEN, used to study the growth of plants, is tended by fourth graders in their play area

at Carmel Woods. Whole building is best suited to a mild climate, would be impractical in colder places.



SUNSHADED SCHOOL at Corpus Christi, Texas, has trick windows to admit light, keep out sky glare.



ROUNDED CLASSROOMS at Overlook School, Abington, Pa., eliminate useless corners. Children

love the resulting flexibility of shape and move their furniture around in new arrangements every day.

BIG GLASS WALLS LET SUNLIGHT IN

Most of 1 fastened schools seemed to shun the outdoors and the daylight, but the new ones use every possible trick to bring the sunlight inside. As shown on these two pages, they go in for a maximum of window space and glass-block walls, planning the classroom so there will be no dead, dark corners. Some use floor-to-ceiling windows but others start the windows above the eye level of the children so they will not be distracted. All the new schools try hard to escape any institutional atmosphere. They have movable desks and tables which can be rearranged for different class problems. Instead of the old, eye-straining blackboard they supply yellow chalk for writing on boards made of green glass. Superintendents find this architecture makes children less nervous, better behaved.



THE FINGER PLAN, one of the best and most popular of the modern school design, has a series of

square classrooms set at an angle to the corridor. This is the new Ridge Road School at North Haven, Conn.



IN TYPESETTING CLASS Washington High students learn to hot set type for printing press. The school comes straight from the way from crumple to laundering

New Schools CONTINUED

SOME GET A FACTORY LOOK

Elementary schools like Bayne Park, Carmel and the rest can use simple, one-story structures to great advantage. But big high schools and college buildings have more complicated architectural problems, for they must shelter relatively huge amounts of personnel and equipment. These are now going in for the sensible, industrial-looking factory type of building. This approach is well expressed by the new Booker T. Washington high school for Negroes in Shreveport, La. (left and below). It needs shops and workrooms for its 1,500 students and contains these handsomely and efficiently. Even colleges today are giving up their traditionally overblown campus edifices. Last year MIT audibly broke with convention and built a striking new dormitory (opposite page), designed by Finnish Architect Alvar Aalto, with a front like a curving W to give a view of Charles River to most of its rooms and a huge outside staircase to break up a blank site.



WASHINGTON HIGH SCHOOL in Shreveport is now starting its first of year. It is a \$2,500,000 building, has 10,000 square feet of space and stands on a corner

campus. Inside it is \$2,500,000 worth of furniture and equipment. Construction part of Shreveport's new building program. It also serves as a community center.



AUTO REPAIR STUDENTS fix a damaged car trunk. The students and the Negro leaders of the community got together to choose the school's curriculum.



BRICKLAYERS build careful practice corners in a workroom litged by huge windows. When the walls are finished they will be entered and torn down again.



FUNCTIONAL FACADE of this new 350-man dormitory looms up among the old-style classical buildings at MIT. This is the campus side of the building.

divided diagonally by a hanging staircase which permits the students to reach their floors without congestion. There are fire stairs inside as well as a small elevator.



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Know How vs. Know Why

CANON BELL FINDS OUR SYSTEM SUPERFICIAL AND UNDISCIPLINED

by BERNARD IDDINGS BELL

Canon Bernard Iddings Bell is an Episcopal scholar who has been unsettling educators' tempers—as well as their sluggish habits wherever he found them—for many of his 64 years. Accordingly he is more critical than Professor Henry Steele Commager (pp. 48, 49) of what has happened to the methods of teaching in America in this century. Canon Bell has been a college professor and president and is the author of 18 books on education, religion and politics (most recent: *Crisis in Education*).



DR. BERNARD IDDINGS BELL

EVERYTHING about American education is getting bigger all the time: the number of students enrolled, the size of its installations, the amount of dollars it spends—and the vast volume of pedagogical gobbledygook which extols its methods without bothering to define its ends. As it gets bigger and bigger, more and more people are insistently asking: is it any good?

The complaining voice is that not of a few carping malcontents but of a multitude of doubters deeply skeptical of what is being produced in the way of a people who should be personally content, socially responsible and politically effective. Thoughtful parents—often aghast at what is being done and not being done—organize, agitate, protest and petition. Leaders of business and industry commonly deplore the ignorance, laxness and gaucherie of the products that tumble by the thousands each year from the end of our educational assembly line. Teachers themselves voice embittered disillusion—discovering dismally that real boys and girls bear little resemblance to the theoretical boys and girls whom they were taught to expect and were expected to teach.

All the disillusioned have come to share a simple common fear: we are producing—at great expense and with the most incongruous self-congratulation—a nation of Henry Aldriches. The dismayed and the skeptical further believe that those in charge of what is called (so loosely) “education” in America have little perception themselves of what schooling is supposed to be or to do. They feel that the failures of the schools promise eventually to make our culture crude and unstable, our nation politically inept and insecure. Ours should be a “democratic education” indeed—as our rhetorical pedagogues repeatedly assert. But the critics are no longer exorcised by the glib use of that magic phrase. “Democratic education”—splendid!—but the beauty of the adjective does not conceal the vacuity of the noun. Let whatever we have be “democratic”—but let us be sure it is also *education*.

In what concrete respects is the current product not education? The first is its reluctance to insist on those formative disciplines which alone can promise proficiency in doing and thinking. Our schools are seriously crippled by the assumption that the acquiring of the skills and the understanding necessary for effective thinking and honorable living is really quite easy. The truth is that the task of the teacher is not primarily to let the pupils do what they want to do, when and how they want to do it. The teacher's art is to devise ways of imparting to the learners a respect for the basic wisdom of their forebears—wisdom distilled from man's age-long experience in dealing with things less than man and with man himself. Obviously the teacher should strive to persuade the pupils to like what they learn; this is not at all, however, like letting them decide what they learn.

What our children must learn involves, primarily and indispen-

sably, what Pestalozzi called “the disciplines of word, number and form.” Today we cannot claim our education to be successful in instructing in any one of the three.

Discipline of word demands teaching our children how to read, write and speak the English language, if not with facility and grace at least with clarity. It is an imperative discipline for a people striving to live together democratically, in mutual understanding and cooperation. Yet most Americans today can only with sweat and tears read anything more difficult than a tabloid newspaper or a comic strip. A certain metropolitan daily which insists that it is the world's greatest newspaper instructs its staff that every article must be written on the assumption that its allegedly adult readers have a reading ability of children not more than 12 years old. Few Americans under 40 can write a simple letter and make their meaning clear. They rarely converse except in clichés. In short, in this day when understanding of the whole world is so needed, our educational system has failed not only to teach our children foreign languages but also to teach them even how to chat in adequate English with their next-door neighbors.

No more successful are our schools in respect to the discipline of number. Mathematics does more than help people make the simple calculations incident to life and labor in any age; it also helps them to learn, at least a little, how to reason logically. Our present elementary and secondary education tolerates slovenly mathematics—and leaves higher education to fret over it. At a leading state university, students taking elementary college botany are asked, year after year, to look at plant tissue through a microscope whose field has a diameter of 1.5 millimeters. A piece of the tissue is mounted, and the students are asked to count the number of cells in that diameter. The number of cells proves to be three and a half. How long, then, is each cell? Year after year only four out of 10 students can divide 1.5 millimeters by three and a half. The rest murmur unhappily something about never being good in mathematics.

The third discipline—that of form—involves the art of using the five senses for true observation of objects animate and inanimate. Necessary for scientific experimentation, it is equally needed for the real enjoyment of one's world, even for one's own personal safety. Yet university teachers of science and the employers of young labor alike testify that the “educated” product of American schools is as untrained in this discipline as in those of word and number.

All these failings stem from one notion that afflicts contemporary education: the illusion that ability to think rationally and live purposefully is a natural by-product of almost any sort of so-called “free activity.” The truth is the opposite: that ability can only be the result of methodical and coherent training in the use of mental tools. That training teaches four essential things: to have at least an elementary

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The Maytag Automatic is the only automatic with Gyrafoam washing action—proved in millions of homes as the best, the safest way to wash all dirt out.

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FIRST MODERN TEACHER, Johann Pestalozzi, taught children on his Swiss farm in the 1760s, by example and experience. His technique, a far cry from the time's learning by rote, was copied in U.S. by Horace Mann. Today's progressive schools go far, says Dr. Bell, beyond Pestalozzi's principles.

KNOW HOW vs. KNOW WHY CONTINUED

understanding of other persons, to appreciate and use accurate language, to sense objects truly and at least to some extent to think abstractly. Such knowledge can come only through the disciplines of word, number and form. And these are the indispensable—and the grossly neglected—business of our schools.

In the light of this first great failing of American schools, it is not surprising to find that their second is a basic irresponsibility which they develop in the students. For society there is danger of the gravest instability when its youth are unchallenged in the impression that one may eat one's cake and have it too, that there can be reward without quest, wages without work, a master's prestige without a master's skill, marriage without fidelity, national security without individual sacrifice.

Unfortunately these notions—as lightheaded as they are light-hearted—are only too characteristic of the American temperament. A school may properly sympathize with those who lack ability, but it cannot rightly blur the difference between competence and incompetence. If children in the schoolroom and on the playing field see that the sloppy worker gets the same treatment as his hard-working brother, they cannot also be expected to see much use in going in for creative toil. They apply their warped lesson to the adult world.

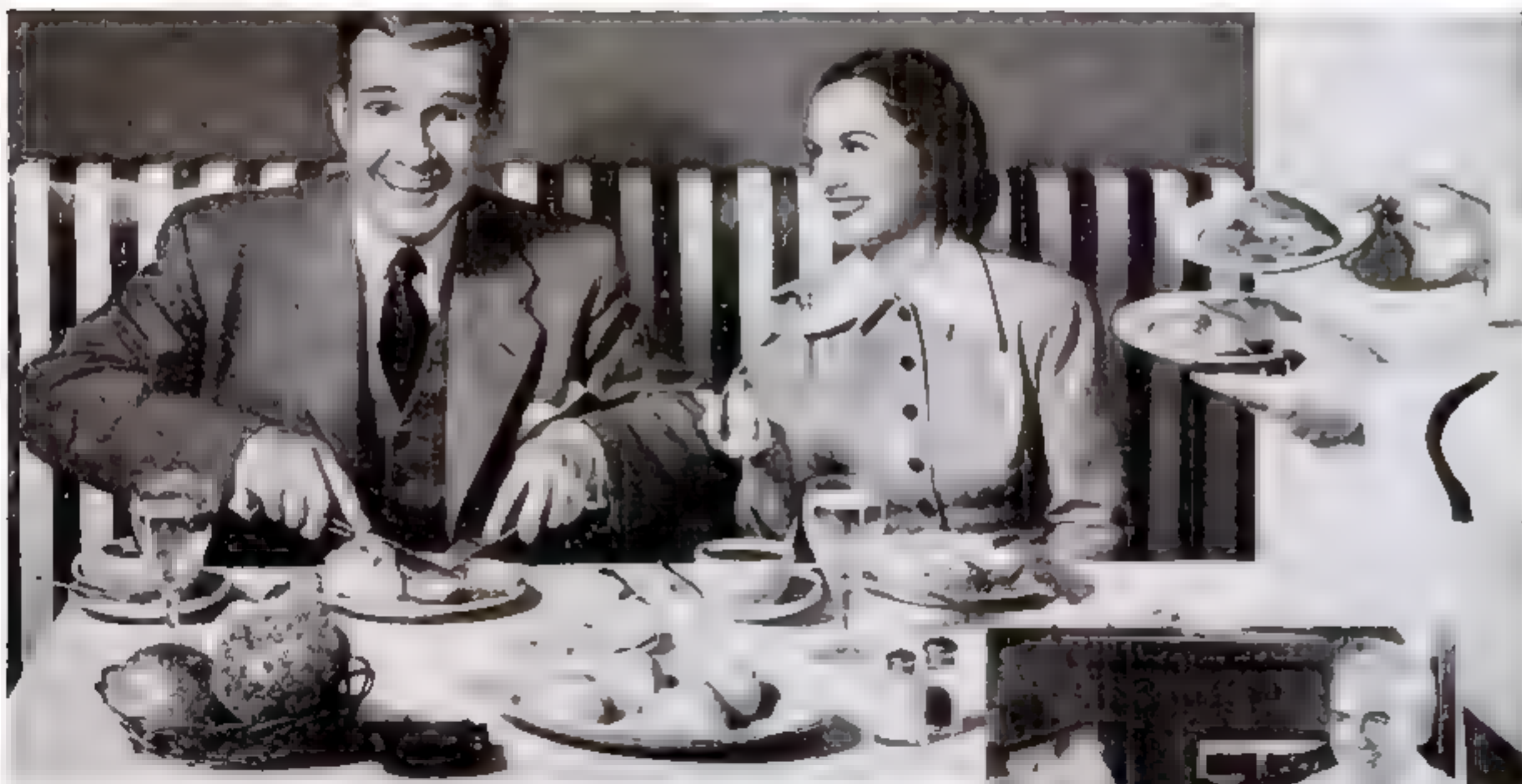
What then are we to say when we find public school systems which promote all children at the end of each academic year regardless of whether their work has been good, bad or indifferent? And there are not many high schools which will refuse a diploma to the most stupid or most lazy pupil, provided he has kept out of jail. Twenty years ago a public high school teacher was expected to fail—and did fail—those who had not mastered 60% of the subject matter of a course. So stern a teacher is no longer tolerated. He is subjected first to persuasion, then if necessary to pressure, to abandon such outdated ways and to pass every one of his students. If he sticks by his convictions he may be asked to fill out for each student he fails an elaborate form explaining the inner why of the failure and demanding of him many hours of work, a knowledge of home environment impossible without sociological research and an insight into hidden attitudes which none but a skilled psychiatrist could uncover. Finally the teacher gives in and thereafter obediently passes all his pupils whether or not they have learned anything. "Everybody has won," said the Dodo after the caucus race, "and all must have prizes."

The common excuse for such goings on is that to withhold reward and promotion creates in the incompetent a dangerous sense of inferiority. This argument is as mad as the practice it defends. What could be better calculated to promote an unhealthy psychosis than to prepare a child for a world of struggle and competition by wrapping his mind in the woolly illusion that achievement and negligence should receive the same reward? Is it any wonder that only the exceptional graduates of a school system that so slurs truth do not find themselves wholly disarmed against reality?

CONTINUED ON PAGE 92

MILLIONS NOW FREE OF ACID INDIGESTION!

Get almost instant relief from heartburn, gas, upset stomach



Eat all your favorite foods again!

Do you pass by your favorite foods because you fear you'll suffer from acid indigestion afterwards? Well, you can now eat what you like with never a worry.

Just slip a couple of pleasant-tasting Tums in your mouth after eating. Almost instantly Tums soothe and sweeten your stomach. Relieve gas, heartburn or upset stomach of acid indigestion so you feel better right away. Get Tums from your druggist, and eat to your heart's content. Only 10¢ a roll; three-roll package a quarter.



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GET SOUND NATURAL SLEEP EVERY NIGHT—Sleepless nights are often caused by acid indigestion. Tums taken at bedtime sweeten your stomach so you can go to sleep quickly.

TUMS

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FOR THE TUMMY

Guaranteed to contain no soda



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YOU'VE DEPENDED ON Raytheon for 25 years. For Raytheon is a pioneer manufacturer in radio, radar, tubes, television, broadcasting equipment, all types of electronic developments. And because of this outstanding background...

YOU CAN DEPEND ON RAYTHEON TV! Many of the vital parts of Raytheon TV—including receiver tubes, picture tubes, tuners and other important components—are actually built by Raytheon itself! This ability—this continual manufacturing and quality control—is another assurance of Raytheon dependability!

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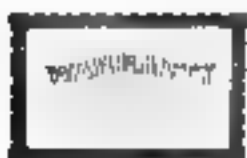
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THE MAYFAIR—Model C-1715—16" and 17" black rectangular tube. Many exclusive Raytheon features. 20 tubes plus 2 rectifier tubes. Genuine lined oak veneers. Models priced from \$109.95 to \$425.00. Slightly Higher West.



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"This is Terry, our youngest. He's had a progressive-school education."

PROGRESSIVE SCHOOL ALUMNUS is caricatured in cartoon, applying all his education to paper dolls, building blocks and other nursery toys.

KNOW HOW vs. KNOW WHY CONTINUED

Our school system has a third serious affliction: it seems to presuppose that, for education to be democratic, every man's child must be treated as the equal of every other man's child, both in kind of brains and in educability. The effect of this is to herd an increasing number of unfit persons into colleges of liberal arts whose proper business is to help students of exceptional intelligence to understand human affairs and to develop sound judgment therein. The notion has become common that such a college can enroll boys and girls regardless of their lack of training in basic intellectual disciplines and after a while, just because the faculty has labored with them and on them for four years, send them back to us humanely competent.

The country needs far more than the contribution of those who have been able to accumulate knowledge of a few facts, master certain mechanical processes, make in themselves and in the body politic such minor and secondary adjustments as may be dictated by immediate expediency. We need leadership in the art of living and can get it only from those few who are competent to estimate values wisely, to discriminate between truth and specious propaganda, to know, to enlighten and to lead. As never before, our nation needs such men. We are at a moment of devastating awakening in our history, slowly shaking off old slumbrous illusions that existence itself can be bought at less than a heavy price. Rudely roused from reveries about inevitable progress—in fact, inevitable invincibility—we are beginning at least to blink at facts as they are instead of as we thought them. To help us level our gaze and steady our nerves, we need effective guidance from those who have learned to understand the true nature of the one constant in the turmoil—man himself.

Why, in mid-century America, is our need for such leadership so unfulfilled? Because we find it hard to admit that such wisdom can be acquired only by persons equipped by nature with a not too common type of brains. We shy from this fact as "undemocratic." And we continue to offer to the many what is useful only to the few.

The quickest consequence of all this is to convert our colleges into education factories, trying to do fast-package jobs on a mass-production scale. When we force into the colleges undergraduates unequipped for liberal studies and untrained in the basic disciplines, the colleges can only try to impart such disciplines at this too-late date. Academic standards must slacken to allow this. Academic expectations are lowered to avoid offense or discrimination against the ungifted. The only significant result is to avoid education in the fullest sense. Speed and mass, standardization and stereotyping, all conspire to frustrate one simple purpose of schooling which—in G. K. Chesterton's fine, jaunty phrase—is to encourage "every potty little person to be happily and effectively his potty little self."

When one argues like this the commonest rejoinder is that a democratic educational system ought not merely to prepare candidates for membership in an intellectual elite. This is true but irrelevant. The point is that our colleges are neither discovering nor preparing those few—be they from palaces or slums, from any social or ethnic

CONTINUED ON PAGE 37



*Avon's gift window⁺
is coming to your home*

A luxurious, gay and glamorous collection of Avon gifts — brilliantly
and excitingly packaged for Christmas giving — will soon be shown to
you in your home by your Avon Representative.
Welcome her when she calls.

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IN RADIO CITY, NEW YORK



Like a show window — this
fairytale of glittering Christmas
gifts is now being shown
by the Avon Representative
in your community.

BORDEN'S

Elsie's OLD-TIME Food

Jiffy Corned Beef Ring

Hot or cold—it's a dilly!



Made with smooth, rich

Borden's Evaporated Milk



- 1 tablespoon prepared mustard
- 1 cup soft bread crumbs
- 2 tablespoons chopped onion
- 2 tablespoons chopped green pepper
- 2 tablespoons butter, melted

- 1/2 teaspoon pepper
- 2 cups (12 oz. can) chopped, cooked corned beef
- 1 cup Borden's Evaporated Milk
- 1/4 cup water
- 2 eggs, slightly beaten

Mix together mustard, bread crumbs, onion, green pepper, butter, pepper and corned beef. Combine Borden's Evaporated Milk, water and eggs, add to corned beef mixture and mix well. Pour into well greased, 1-quart ring mold. Place mold in pan of hot water and bake in moderate oven (350°F) until knife inserted comes out clean, about 30 minutes. Fill center of mold with peas or potatoes. Delicious served either hot or cold.

Enjoy Mince Pie at its best! Easy to make with

None Such Mince Meat

Just open a package of None Such. The delightful aroma will convince you that here's genuine old fashioned mince meat! None Such is a blend of 21 specially selected ingredients from vineyards, orchards, citrus groves, gently flavored with rare spices . . . to give you the perfect mince pie filling. Use Crustquick® or your favorite prepared mix



Old fashioned good coffee without cooking

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You'll always get compliments on your coffee when you serve Borden's! It gives you all the rich, hearty flavor of old fashioned coffee. Borden's Instant Coffee tastes so downright good because it's 100% pure percolated coffee . . . concentrated in powder form.

So don't be fooled by the size of the jar. You actually get as many cups from the regular size jar of Borden's as you do from a pound of ground coffee . . . yet Borden's saves you up to 20¢! Get Borden's Instant Coffee today.

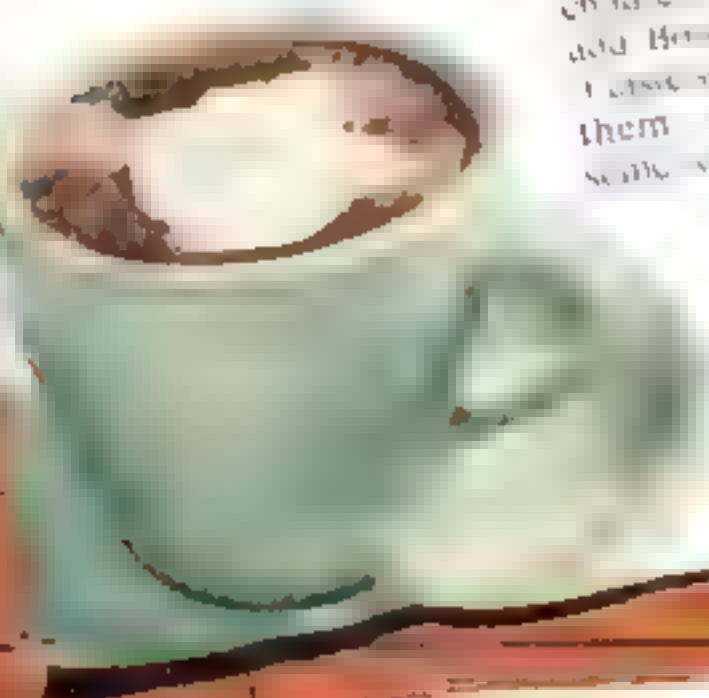
*Trade mark of General Mills, Inc.

Festival

Thrifty new short-cuts to hearty country cooking

Hot Chocolate in a Flash Borden's Instant Mix

Make 1 cup in the cup! Most children drink more milk when they add Borden's Instant Mix to their milk, and it's so easy to use.



Magic Truffles

Creamy smooth chocolate candy made in minutes with

Eagle Brand

Sweetened Condensed Milk



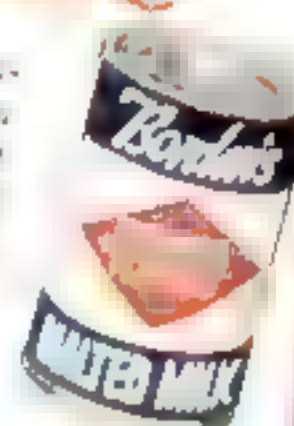
Recipe makes over 1/2 lb. candy

- 1 package (6 oz.) semi-sweet chocolate pieces
- 2 cup plus 1 tablespoon Eagle Brand Sweetened Condensed Milk
- Pinch of salt
- 1 teaspoon vanilla or imitation rum extract
- 3 tablespoons ground nuts (optional)

Melt chocolate in top of double boiler over simmering water. Remove from heat. Add Eagle Brand Sweetened Condensed Milk, salt, and vanilla. Stir until blended. Turn mixture over into waxed paper and press into back of a 10x10 inch pan. Let stand 1 hour. Cut into 2x2 inch squares. Remove waxed paper and cut into 1/2 inch pieces. Store in airtight container. **FREE!** Each Brand Book with Milk Recipes. Send postcard to: Free Dept., P.O. Box 13, New York 40, N.Y.

Fill 'em up!
With nourishing, grand-tasting

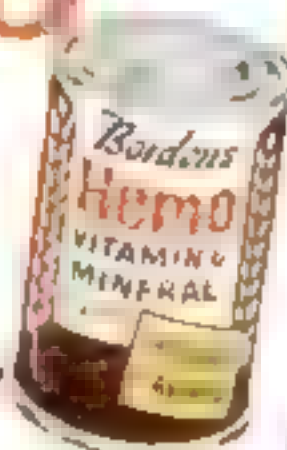
Borden's Malted Milk



Makes each "pick-me-up" for the kids an exciting experience! And, because it's so easy to use, Borden's Malted Milk has a fine malt flavor. Why not try it today? Pick up a factory model for yourself and see.

Future Champs Drink Hemo

It helps build strong healthy bodies



Even youngsters who don't like plain milk love this delicious drink with real milk-chocolate flavor. Here are vitamins and minerals children need for active robust health. Just 2 glasses of Borden's Hemo, made with milk, supply a full day's needs of vitamins A, B, B₁₂, C, D, E, K, and minerals Iron, Calcium, Phosphorus. Get Hemo!

IF IT'S BORDEN'S-IT'S GOT TO BE GOOD!



Smith-Corona

1. The world's **fastest** Portable Typewriter!
2. The Portable rated **best** by Typewriter Dealers!



"Greatest success story in typewriters!"
says speed-typing champion

Norman Sapsburg

In a recent nationwide survey, 5000 Typewriter Dealers were asked "In your opinion, which portable typewriter is best?" The answer was "Smith-Corona"—and by an overwhelming majority!

2-to-1 over all others!

Smith-Corona received more than *twice* as many votes as any other portable—more votes than all other makes *combined*! And these are the votes of men who *know* typewriters—men who sell and service them!

Needs least servicing!

And Dealers reported that Smith-Corona needs the least servicing of any portable! As one Dealer wrote, "*We believe Smith-Corona is the best on the market—from a standpoint of appearance, durability and least mechanical difficulty.*"

World's Fastest!

An exclusive Super-Speed Escapement, one of 38 Smith-Corona features, helps make it the World's Fastest Portable. Its peppy, split-second response is so fast it's almost impossible to jam the keys—has touch and action almost like an office typewriter!

Choice of 3 models

Choose from 3 models: \$79.50, \$84.50, \$89.50*. At Department, Jewelry, Stationery and Typewriter stores. Smart Carrying Case with each portable. Ask about easy time-payments. If dealer is sold out, ask him to reserve your choice.

Try it! Compare it!

Try this easier, faster way to write! Compare the touch, action, features and beauty of the World's Fastest Portable with *any* other. And compare its cleaner, neater typing. *You'll* rate Smith-Corona best, too!

NEW *Skyriter*

9 lb. baby brother of the World's Fastest Portable. Stands only 3 in. high, fits in briefcase or suitcase. Has full-size keyboard. Perfect for travelers! Only \$64.50*



* These prices for all states permitting Fair Trade Laws. Subject to change. Tax Extra.

group—who potentially are fit to serve their own people as leaders. This is no disparagement of those whose role in society may be to hew wood, draw water and tend machines. There are no more honorable and indispensable pursuits than theirs. But for these pursuits—in the best technological schools—they should be trained. The truth today is that we are plentifully supplied with people who can make things and incredibly short of people who understand things. Technicians—to put it bluntly—are two bits a dozen in America. Thinkers—leaders of liberal wisdom—seem to have vanished with the buffalo. If the breed is not wholly to perish, our educators had better get busy.

A nation of religious illiterates

AS (and if) they get to work along these lines, our educators will fast face the final and most deep-rooted ailment of our school system: its seeming bafflement by religion. Our public schools and colleges are rarely antireligious. They simply ignore religion. They look on it as a minor amusement to be practiced by those who find it fun, to be neglected if one desires. Obviously this outlook is quickly communicated to the young. If a child is taught in school about a vast number of things—for 25 hours a week, eight or nine months a year, for 10 to 16 years or more—and if for all this time matters of religion are never seriously treated, the child can only come to view religion as, at best, an innocuous pastime preferred by a few to golf or canasta.

Most of the American people are religiously illiterate. The only exceptions are a small minority who have gone to Protestant or Catholic parochial schools, and another few who have had parents exceptionally able to counteract the influence of the public schools. About all that most Americans possess nowadays in the way of religion is a number of prejudices, chiefly against faiths other than those with which they have traditional affiliations; a few quaint moral taboos, not very strong; infantile notions about deity: devotional techniques which rarely go beyond "Now I lay me down to sleep" and "God bless papa and mama." Perhaps half of them—not more—go once in a while to some church which they joined with only a foggy idea of its tenets or requirements. This does not add up to religion as the race has understood religion.

Religion is man's search, in a world where every human career ends in frustration of ambition and speedy death, for strength and courage to be gained from the heart of a spiritual reality greater than matter, greater than an individual man, greater than the more or less human race. This search lies beneath creeds and cults, rituals and sacraments, techniques of prayer and meditation. In respect to these a certain deftness has come into being as the result of ages-old experiment, a deftness quite beyond the usual American of the moment, who is apt to be crudely inexperienced in his gropings toward a universal source of strength. His idea of prayer is commonly magical. He thinks that meditation means having an argument with himself. His worship is superficial, sentimental, chock-full of pride. Silence and aloneness are monsters from which he craves escape. He goes on from youth into maturity, old age, death, unarmed against his own weakness, vulnerable.

A good education is not so much one which prepares a man to succeed in the world as one which enables him to sustain failure. Even Communist Russia, proclaiming its atheism, appreciates this need for spiritual reassurance, holding forth the fraudulent promise of an earthly paradise of proletarians. This demands sheer faith: there is no historical or scientific evidence for such a dream world. It is a religion, crude but potently apocalyptic and relentlessly propagated to their young. Only we Americans decline to recognize the necessity of a living faith.

Our schools were founded by those who considered religion of primary importance. Those who wrote into the Constitution that in our land there must never be an established church had no idea that anyone would construe this to ban religious instruction in schools, or to deny tax-support of schools conducted under religious auspices. There is no evidence whatever of intention on their part to make such prohibitions.

Much of the blame for our unfortunate change of mind must be placed on a shortsighted American Protestantism. By the 1830s and 1840s it began to be realized that there is not one Protestant religion but two: a traditional Protestantism based on recognition of man's need of redemption and a modernist Protestantism based on faith in man's self-perfectibility. Which of these quite different religions was to be taught in the public schools? Neither side was willing to yield. The conclusion: better no teaching than heretical teaching. As for arranging that the two faiths should be taught in the one school, each to those pupils whose parents signified which

CONTINUED ON NEXT PAGE



On Watch!



"WE'RE HAVING GUESTS, WHITEY!"



"YES, AND TO PROVE THEY'RE WELCOME, THE MASTER IS SERVING BLACK & WHITE—LIKE AN OLD FRIEND, ITS QUALITY AND CHARACTER NEVER CHANGE!"



"BLACK & WHITE"

The Scotch with Character

BLENDING SCOTCH WHISKY 86.8 PROOF
THE FLEISCHMANN DISTILLING CORPORATION, N. Y. • SOLE DISTRIBUTORS

This new idea from Westclox
**adds new beauty
 to your home!**



MELODY ELECTRIC WALL CLOCK

Here, at last, is a brilliant new note in wall clocks! Almost universal in charm, smartly-styled Melody is adaptable to any room. It blends and harmonizes easily with your color scheme. Or change its color, chameleon-like, to suit your moods. Any way you look at it, Melody really gives you something to sing about! \$5.95

Change color? Just flip out case ring and flop it over! Melody comes in a variety of colors.



Melody has a gracefully rounded case which blends harmoniously with wall surface in contour or color.



You can even paint the case ring to suit. Or remove it entirely so wall color shows through.



Surplus cord is neatly concealed in recessed back. Time-set knob on front. Diameter is only 8 inches.



Exposed hands with distinctive three-dimensional numerals make Melody easy to read from any angle.

WESTCLOX

Electric Clocks



MADE BY THE MAKERS OF BIG BEN
 Products of GENERAL TIME Corporation

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KNOW HOW vs. KNOW WHY CONTINUED

was their choice—that seems to have occurred to almost no one.

Equally potent, in secularism's insidious growth, was a growing apprehensiveness toward Roman Catholics. In 1820 there had been only 195,000 Catholics in the U.S. Chiefly as a result of immigrations, by 1850 there were 1,606,000; by 1880 there were 6,259,000. The newcomers had a faith and a practice which were neither orthodox Protestant nor modernist Protestant. They demanded that the schools should teach to Catholic children religion as Catholics understand it. If this could not be done, they demanded a share of school tax money wherewith to run their own schools. Why, they asked, should all the cash go to schools that taught Protestantism of one sort or another? Both these demands were denied. It was expected that this would squelch the Catholics, who were mostly poor people and would be unable or unwilling to pay *twice* for their schools—once in taxes for public schools and again for all expenses of their own. It has worked the other way. The Catholic (and Protestant) parochial schools have not been starved out, as was anticipated. They have grown in numbers and effectiveness, holding their young to loyalty. The damage has been to the health of Protestantism. For out of the public schools, dismissing religion at Protestant insistence, come successive generations of young people born of Christian families, of the Christian tradition—and ignorant of the faith of Christianity.

These four, then, are the grievous criticisms being leveled today against American education. It neglects the basic disciplines. It tends to turn out graduates who expect the cheap success of reward without labor. It denies our society the training of leadership by madly mixing technology and liberal learning and trying to feed the indigestible stew to thousands who choke on it. By treating religion as a dispensable diversion, it deprives the young of allegiance to any spiritual compulsion greater than love of country.

This is not enough. One's country is not an adequate end for which to live and die, not indeed an end at all but only a means toward an end. What end? Our schools do not help their students to answer this fundamental question. They do not even ask it. If the question be asked and wrongly answered, much harm may be done, as in Hitler's Germany or Stalin's Russia. But if it be not asked at all, if in consequence we are patriotic only because it is fashionable or it pays to be so, we shall become so morally debilitated that even our vast technological might will not long save us from those nations which put their trust in something greater than themselves. "Know how" is not enough. It is vain and empty without "know why."

All this spells need for reform in our school theory and practice—quite radical reform. For today our schools suffer from complacent orthodoxy, from deadening devotion to a theory of man and a theory of knowledge that can only lead to disaster tomorrow.



FILLING IN GAPS, a parent of Pasadena, Calif. teaches her youngsters what she feels the children have missed out on at school. The public school teachers say that this is unnecessary, but the parents are sticking to their guns.

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Did this ever happen to you?

A physicist could explain this appalling tragedy by saying that the cloth couldn't stand the heat of the iron.

But, with **CORALOX**, it's different. (**CORALOX**, you know, is the new, patented Insulator used in all AC Spark Plugs.)

When you're driving, the lower ends of your spark plug insulators are subjected to terrific temperature punishment. As often as 30 times a second, the temperature in the combustion chambers seesaws between the 4,000 degrees of burning fuel and the coolness of incoming, new fuel.

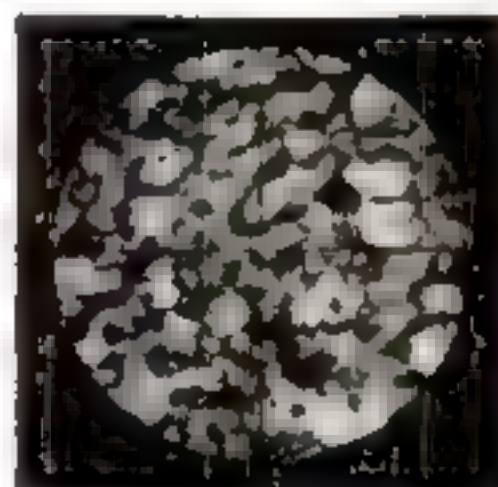
Yet, even this isn't the whole story. The insulator must also be able to carry away

heat. If it can't be done fast enough, the insulator tip overheats. Then, fuel pre-ignites. Both fuel and power are wasted. If it dissipates heat too fast, the insulator tip runs too cool and oxide coatings form, producing intermittent "missing" at high speeds and on hard pulls; or, while your engine is warming up, or in "stop-and-go" driving, the insulator tip becomes fouled with oil and carbon.

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MICROPHOTO REVEALS ONE REASON WHY CORALOX STANDS HEAT BETTER



These two unretouched photographs show the structure of **CORALOX** (top), and of insulator material in use before **CORALOX** (lower). Both are magnified 500 times. In the first, the **CORALOX** crystals nestle close together. Heat can pass quickly and easily from one to another. This structure, also, is extremely strong.

In the second, the insulator material suffers from the presence of a high proportion of glass because this material was made from clay. Glass is a poor conductor of heat. It is also fragile. (The large gray area in the center of the photo is glass.)

Learn MORE About CORALOX

Fill out and mail this coupon. It will bring you, NO CHARGE, the fascinating story of spark plugs, "Little Giants of Power."

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COMFORTABLE, DEPENDABLE, AND—ABOVE ALL—SAFE!

Go Pullman to The National Capital Sesquicentennial Celebration,
Washington, D. C., through November 22, 1950



STANDARD GARB of nine out of ten New Trier boy students is blue jeans and loafers or plow boots.

A Good High School

NEW TRIER ILLUSTRATES A U.S. SPECIALTY

AS they developed in the 18th and 19th Centuries, the U.S. kindergarten, grade school and university all were patterned after European counterparts. But the U.S. public high school, of which there are now 24,000 with an enrollment of more than 5.4 million, has developed into a uniquely American institution. Only college-going Europeans—1 out of 30—get cultural, pre-college education; only one in four gets any technical training. But two out of three Americans get at least some high school training—in a school which has become a sort of teen-age college, supplying not only a cultural education but also the technical

trade training which is all that a great many of them will take into the adult world.

New Trier Township High School, which serves a suburban area near Chicago, exemplifies the U.S. public high school at its best. Most high schools cannot match New Trier. The dull curricula, uninspiring surroundings and overworked teachers in many of them rebuff so many high schoolers that 48 out of every 100 drop out before graduation. At New Trier only two out of 100 drop out. With its youthful informality, elderly main building (right) and alert student body (cover and following pages), New Trier shows how good a U.S. high school can be.



MAIN BUILDING, built in 1901, overlooks a 27-acre campus where students loaf between classes.

CONTINUED ON NEXT PAGE



CAROL FREDERICKSON



THOMAS MCNEILL



NANCY WEBER

The senior (Charbonneau), the sophomore (Frederickson) and the four juniors shown in the panel above typify the look of New Trier's student body—healthy,

friendly, informal. They also typify their fellow students in other ways. Generally they are the offspring of parents with above average incomes—a research



BIOLOGY STUDENTS Edgar Pagliarulo and Margie Hinkle are shown how to take cuttings from plants by Instructor Loris Hoyt, who is holding a young

coleus, a kind of mint. The greenhouse adjoins New Trier's biology classroom, and is used to produce samples for class work and also for students' growing projects.

TRIER LOOK



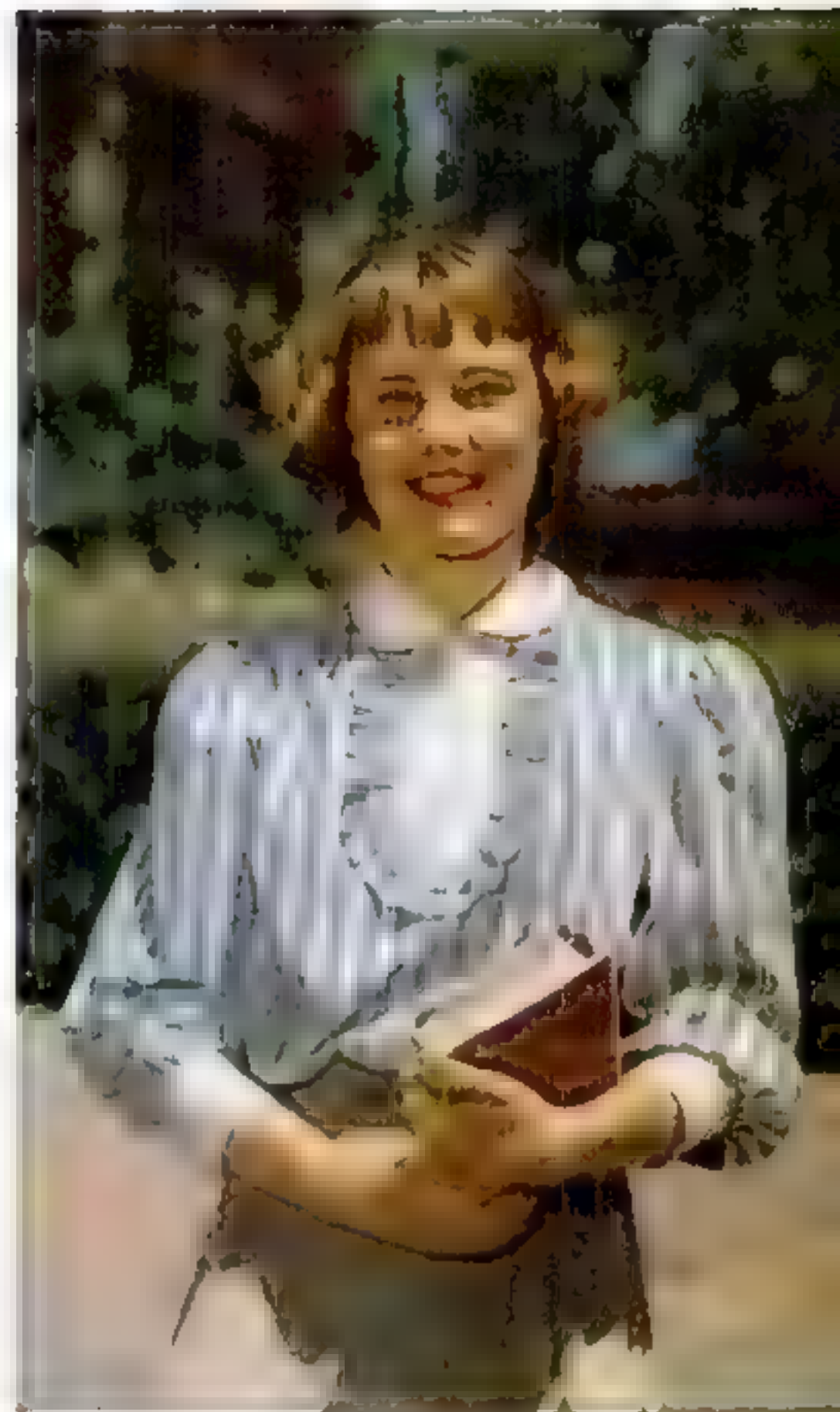
CATHERINE BIEDERER

director, mechanical engineer, radio star (McNeill is the son of ABC's *Breakfast Club* star, Don McNeill). All plan to go to college although Carol Fredericksen



WILLIAM CHAMBERLAIN

is considering going directly into nursing and Catherine Biederer is taking some commercial courses at New Trier so she may work her way through art school.



DIAN THOMAS

School is healthy, wealthy and wise

NEW TRIER has 2,300 students, which makes it a big high school, and a \$1.4 million budget, which makes it a wealthy one. But although its enrollment is drawn from such well appointed suburbs as Wilmette, Kenilworth and Winnetka, unassuming New Trier does not look wealthy and does not act it. The board of education concentrates not on swank but on good teachers, equipment, encouragement. It gets good teachers because it pays as much as \$6,000 and \$7,000 a year, which is well above the estimated national average of \$3,400—but which many another U.S. school could at least approach. When teacher replacement is necessary New Trier draws on scores of eager, qualified applicants. Similarly, while its 145 courses lean heavily toward college preparatory subjects because 87% of its graduates go to college (national average 20%), New Trier spends heavily to give noncollege-goers the technical training that is unique and traditional with U.S. high schools. It has the shops and equipment to teach auto mechanics, photography and machine work, as well as the greenhouses, laboratories and study halls for more academic arts and sciences. It also offers work for the student with far-ranging interests in such unusual subjects as verse-speaking, slide rule and Far Eastern history. To the superficial the lesson New Trier teaches is that it is well to be rich. New Trier's real lesson is that it is well to pay adequate school taxes and to use them intelligently.



PHOTOGRAPHY STUDENTS have daily classes, meet occasionally to practice with one mem-

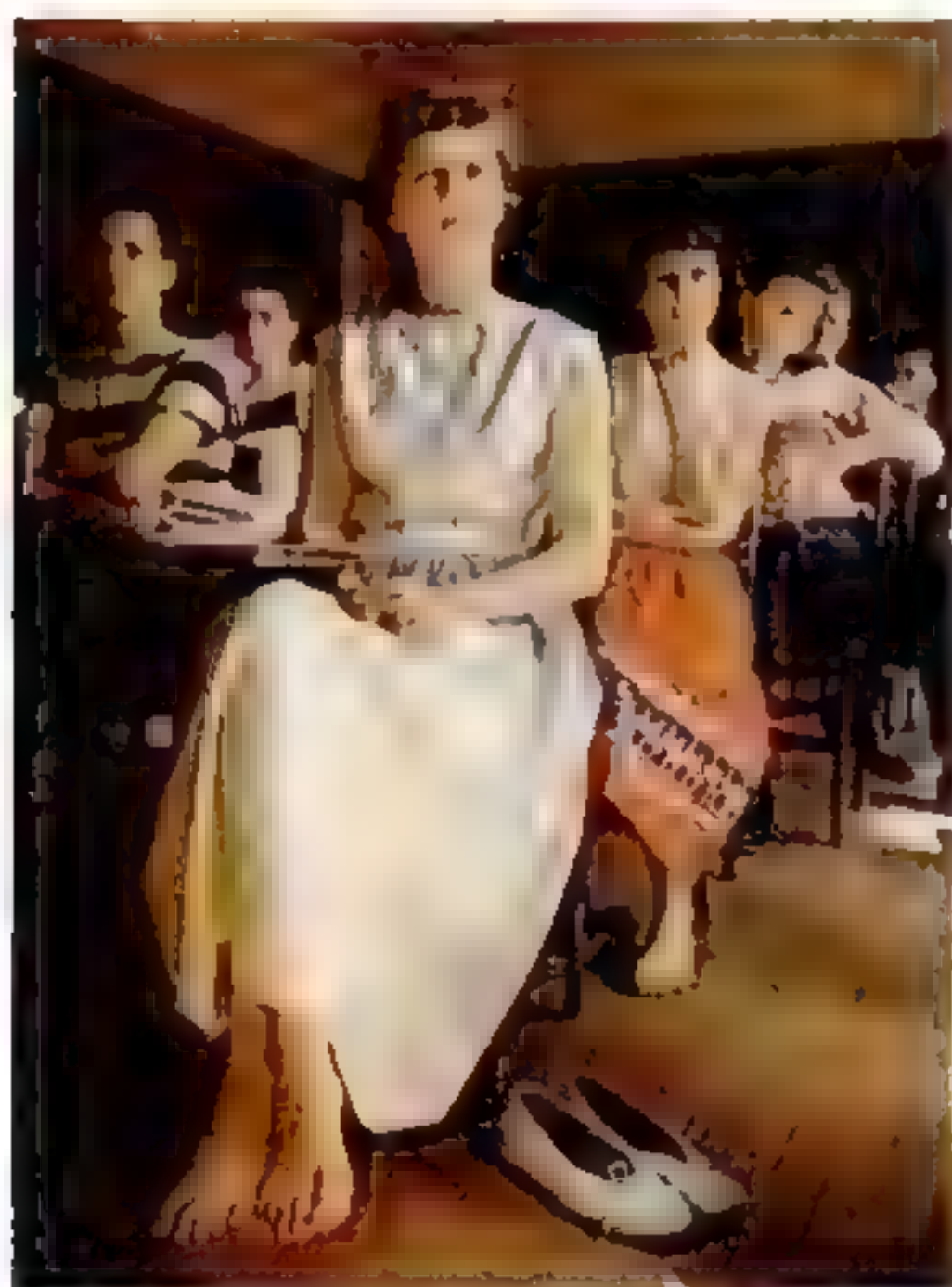
ber (here Nancy Wolff) as model. They own their own cameras, but the school supplies darkrooms, lights.

CONTINUED ON NEXT PAGE



TENSIONLESS SCHOLARSHIP is offered by spacious library which was once the boys' gym, as running track attests. Library is skylit, quiet and equipped

with 13,900 books and 650 phonograph records to which students listen by means of earphones. Library research is required for some English and history courses.



SHOELESS SCHOLARSHIP is permitted as in this Spanish Life class, is regularly indulged in, spring and fall.

The curriculum is heavy, extracurricular life busy

THE relaxed look of the class activities on these pages is somewhat deceptive. New Trier High does not want or insist on stiff-collar pedantry, but it firmly sees to it that its scholars are scholarly. It gives them the equipment they need in the form of a big library, sunny classrooms, plenty of teachers. It takes pains to place each individual student properly—offering five freshman English classes, for example, gauged to varying degrees of aptitude, and a special V (for velocity) group for students of extraordinary ability who take an additional course each year. To make sure each student works profitably, New Trier assigns one faculty member to each 30 students to advise and consult with them on their school problems during their entire four years. The result is that New Trier rates scholastically among the top U.S. high schools. Its graduates seldom encounter

difficulty in entering the college of their choice.

But New Trier does not believe scholarship makes a whole man or woman. Its athletic program is handsomely equipped, includes horse-shoes, lacrosse, archery, golf and football—its football song goes, "They are the team from old New Trier." It has developed so enormous a network of student clubs, to develop initiative and widen interests, that it is almost impossible for a willing student not to be vice president of something. The student council has genuine responsibilities and its recommendations are listened to with respect. When it suggested a course in family relationships, including sex education, be added, the faculty added it.

All these activities make New Trier's life happily full. Friday nights the sexes separate in stag and hag parties. Saturday nights they merge in a flurry of dates, dances and Dixieland jazz.



WALLES SCHOLARSHIP, whereby classes are conducted outdoors, is sometimes favored. This is a junior English class learning technique of senior

Great Books course, in which one instructor (here Lionel Lightner, standing) leads the discussion while another (Edward Kahler, seated) facilitates it by asking

CONTINUED ON NEXT PAGE



NEW TRIER'S POOL cost \$400,000 even in the day of the early '60s, is probably the best high school pool in the U.S. It measures 60 by 75 feet (this view is

across the shortest side) and has helped make swimming a major New Trier sport. These students are warming up for water volleyball, one of school's 32 sports.



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Amazing new wall paints make a day of magic out of what used to be a messy job of a week or more. Lovely, new, easy-to-use dark colors and soft pastels bring new life to "tired" rooms.



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Famous SWP House Paint is *Weatherated against deterioration, decay and early repainting. Protect those danger spots . . . dormers, trim, gutters, etc. . . . where winter attacks first.

Get ready for winter.. the cost is so small.. You'll find that **IT PAYS TO PAINT IN THE FALL!**

Now is the time to get your home ready for winter's wear and tear and for the longer hours the family will spend indoors. And it isn't the tiresome chore it used to be. New paints and new speedy methods of application have made painting fun, fast and economical, too.

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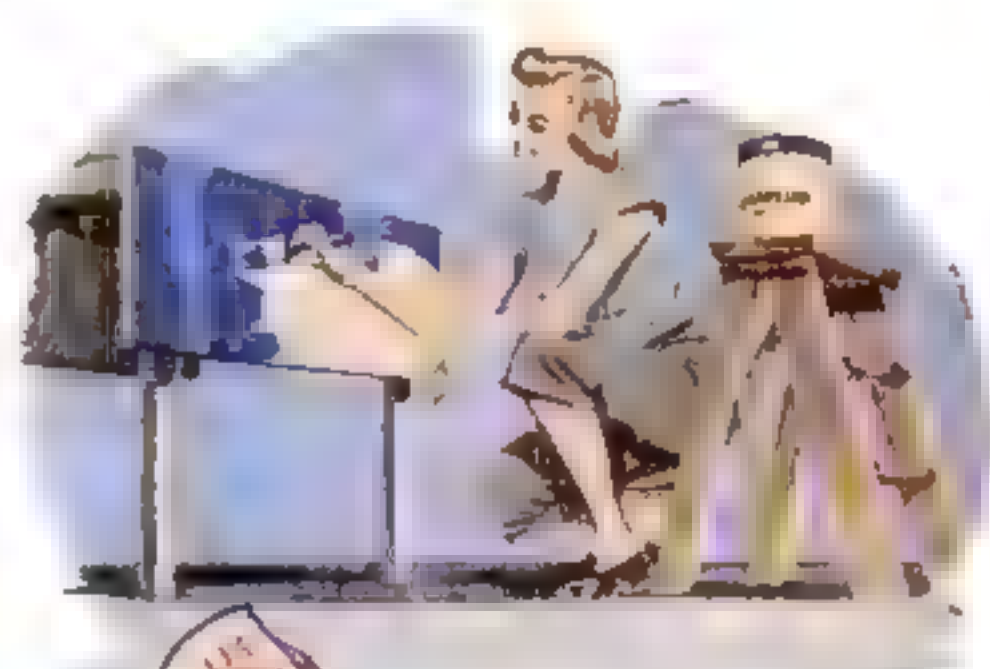
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Sherwin-Williams scientists are saving you money. Marvelous new paints flow on easily, cover most surfaces with one coat, dry quickly, retain their beauty after many washings.



It's Fun and It Costs So Little

Brighten things up and make them look like new with one of the five Sherwin-Williams Enamels for furniture, woodwork, kitchen, bathroom walls.



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Paint porches and other exposed surfaces to protect them against winter weather with tough, good-looking Sherwin-Williams Paints.



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When Milton Gabler saw a collection of 7,500 old recordings offered for 10¢ each, he knew he had found a value. Among them were such jazz classics as Bix Biederbecke's *River Boat Shuffle* and Louis

Armstrong's *King of the Zulus*. Mr. Gabler, owner of the Commodore Music Shop in New York City and a well-known authority on jazz, later sold the records to collectors for as much as \$75 apiece.



If you know value, you'll agree...

at today's moderate price, **HUNTER**, long famous as America's luxury blend, is an exceptional value in whiskey... with a superior flavor no one has been able to copy in ninety years!



Hunter-Wilson Distilling Co., Inc., Louisville, Ky. Blended Whiskey 86.8 Proof. 65% grain neutral spirits

GREAT TEACHERS

U.S. college students select
1950's outstanding professors

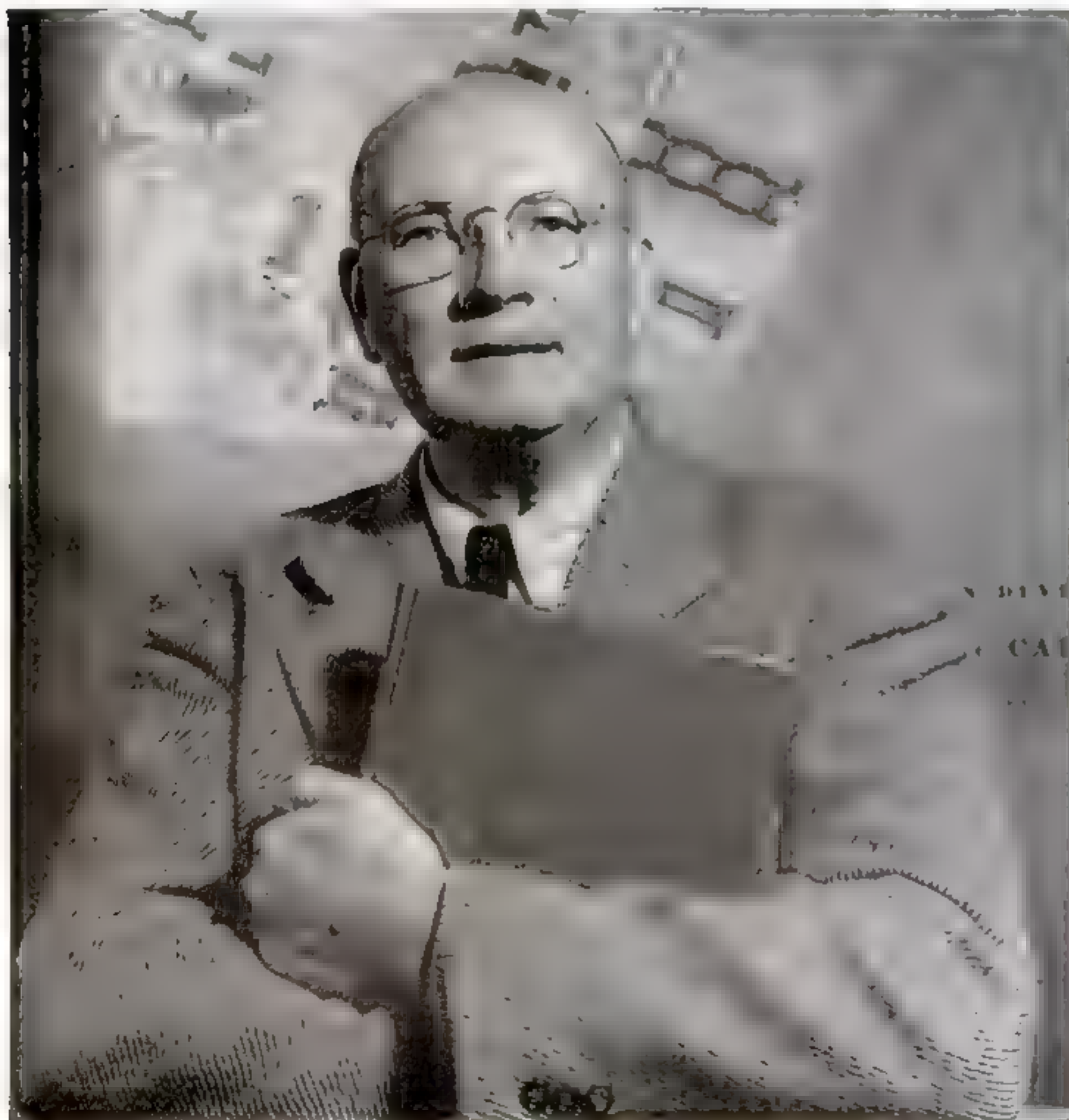
In any roster of America's greatest teachers of the century, the names of giants like William Lyon Phelps of Yale and George Lyman Kittredge of Harvard come at the top of the list or very close to it. To find out who in 1950 come near to being their equals, *LIFE* asked the student governing bodies of 52 leading U.S. colleges to nominate the outstanding teachers on their faculties.

In the candid, critical judgment of the students, the professors who earned greatest respect were those who, whatever their field and however great their ability, give of their hearts as well as their minds. At some schools students said they could not name a man to be measured against the Phelps and Kittredge mold. The students chose not the teachers who are "easy marks" but those who work conscientiously and expect the same of their students. On this and the following pages are some of the professors whom students consider 1950's great teachers.



THOMAS HAYES PROCTOR

Many of the Wellesley girls now in his classes first heard about Philosophy Professor Proctor long before they ever got to college—from their mothers who listened to his lectures a generation ago. His memory is as remarkable today as it was then. In class not long ago, having mislaid his copy of Plato's *Phaedo*, he proceeded to recite the hour's reading from memory. He makes the Greek philosopher so palatable that students dub him "Mr. Plato." Proctor, 64, has taught for 30 years, is also an ordained minister of the Christian Church. Many students have expressed their affection for him by coming back to have him perform their marriage ceremonies.



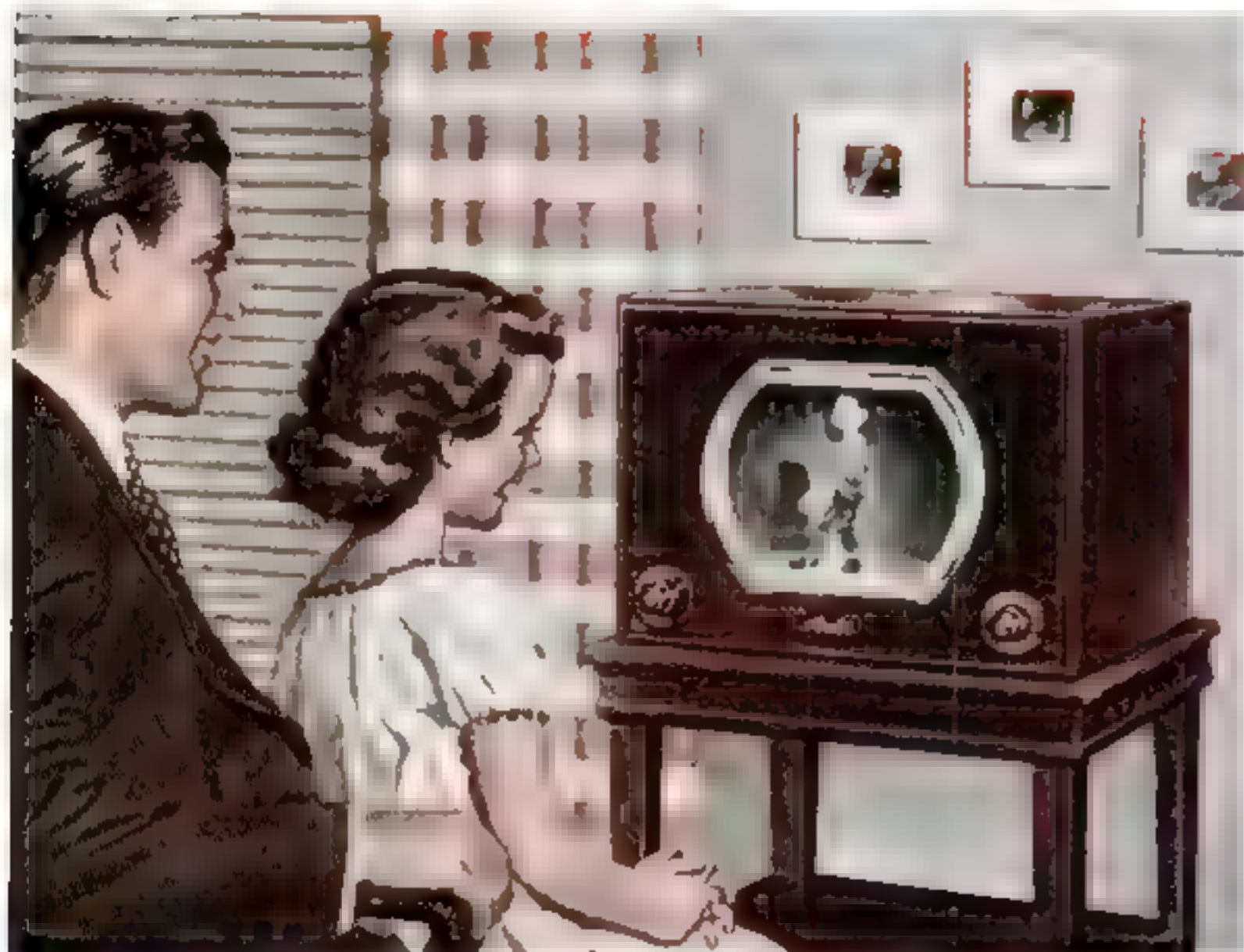
FRANK C. BAXTER

Even though he has a reputation at the University of Southern California as a rough man with grades, students have to line up early to be sure of a place in Baxter's Shakespeare classes. Like both "Bully" Phelps and Kittredge, Baxter, 54, is a professor of English who has spanned the field of literature and made good writing something to be understood and enjoyed. Remarked one student, "Two courses with Baxter cost me a *cum laude*, but they were worth it." No event on U.S.C.'s calendar is more eagerly awaited than Baxter's annual Christmas reading of poetry and fable. He has taught for 27 years and is, he admits ruefully, the last of the sentimentalists.

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GREAT TEACHERS CONTINUED



ROBERT P. SHARP

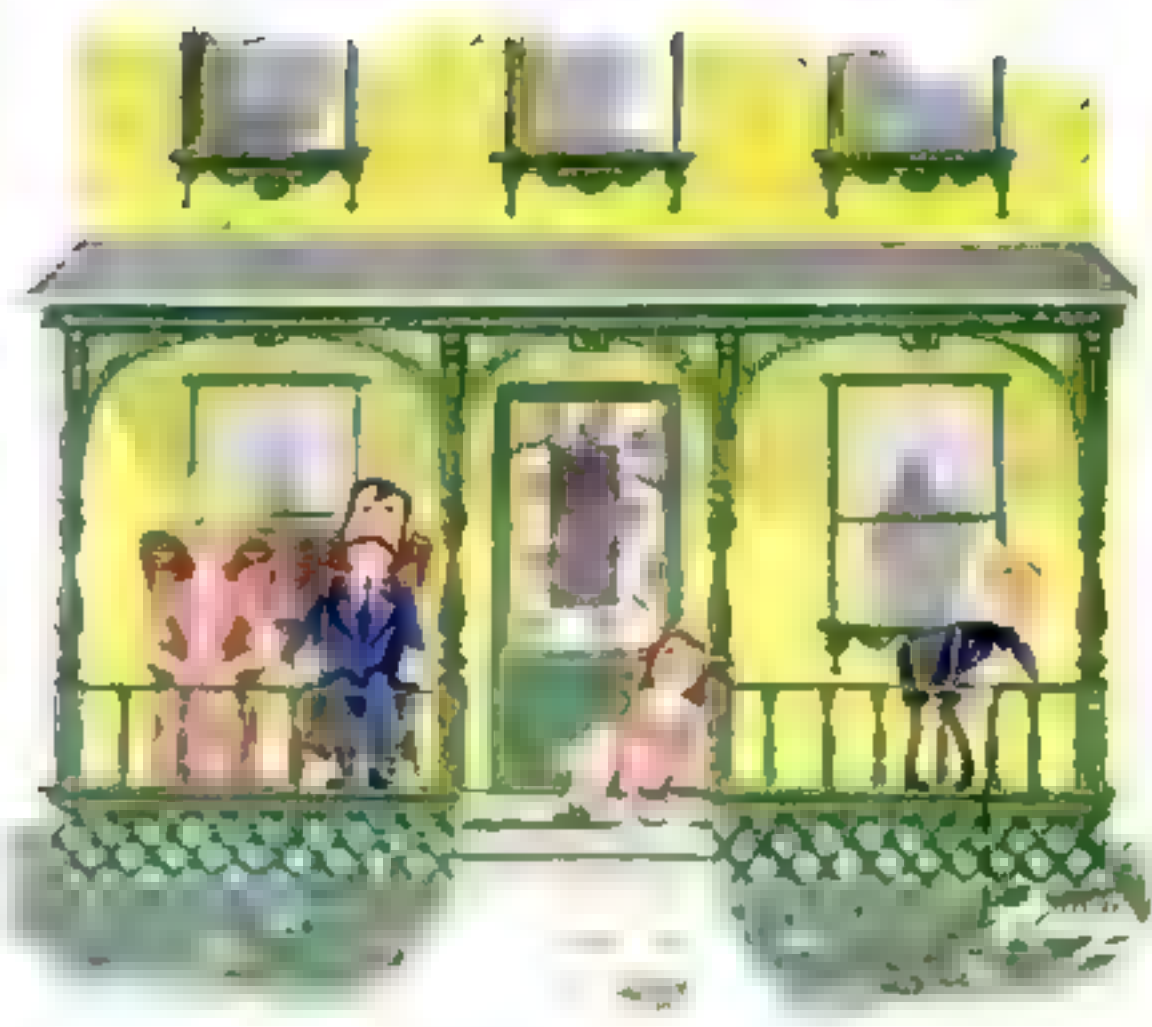
To keep in shape for his back-packing geology field trips, Professor Sharp of the California Institute of Technology jogs around the cinder track almost every day that he is on the Pasadena campus. Few of his students ever go this far, but Sharp's enthusiasm is contagious, and his sophomore geology course is one of the favorites on the Cal Tech schedule. It is credited with attracting many unsuspecting students into the lifetime study of geology. Though only 39, Professor Sharp has been identified with the Cal Tech campus for 20 years, first as a football quarterback and today as an international authority on geomorphology, which is concerned with the study of land forms and shapes.



WILLIAM M. MCGOVERN

"No one," say Northwestern University upperclassmen, "should be allowed to graduate without having taken McGovern." A sometime theatrical adviser, student of Buddhism, explorer and anthropologist, McGovern is a professor of political science who crams into his lectures a wealth of hard information about the job of practical politics. McGovern, 53, has been at Northwestern 21 years. In 1936, when he went off to Harvard for a year, Northwestern students, fearful he might stay away, circulated a petition urging that he return. He did. Last April his students launched a write-in campaign for McGovern, hoping he would become the Republican candidate for Congress. He did not.

CONTINUED ON PAGE 111



*Not so long ago
we were driving surreys... crossing mud roads... or tied to the veranda.*



*Then came
progress in petroleum... and the benefits... we have all enjoyed.*

IT IS NOT BY ACCIDENT that our greatest years of progress have been the 91 years since the first oil well was drilled. America's ample supply of low cost liquid fuels and tough lubricants—which made our machine age possible—are not the products of nature alone but of the resourcefulness of free men, spurred on by the rewards the American System offers.

That's why the energy of petroleum runs our cars, trucks and vessels... heats our homes... powers our ships and planes, our modern trains and farm machinery...and is the backbone of America's defense.

Your oil industry is better prepared today than ever before to meet any national emergency. Our domestic capacity to produce and refine petroleum has increased around 25 per cent since the peak demands of World War II—during which our Armed Forces never lacked for oil and all essential civilian needs were met.

In peace or war, the initiative of oil men working in privately-managed, competing oil companies provides America with the largest possible supplies of petroleum products—of the highest quality at the lowest prices in the world.

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Sur Sun—Gabardine surcoat with lining of sensational new heat retaining Milium. . . . for extra warm. . . with thick wool interior. Gray, Brown or Blue. Men's, \$29.95. Boys, \$24.95.

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Timber Boy—Rich worsted blend gabardine with Alpaca body lining and Mouton collar. Blue or Tan. 36 to 46. \$25.95.
Fur King—Worsted blend twist with real fur lining and big Mouton collar. Tan or Gray. 36 to 46. \$35.00.



Gulfport—Created for comfort with distinction. All wool sheen doeskin. Bright rayon lining. Hand-stitched collar and pocket flaps. 36 to 46. \$25.95.
Lombardo—A gem of a jacket in velvety suede leather. Gray or Tan. Polka dot lining. \$35.00.

A Silver Star Snow Suit—Jacket is tough, water-repellent satin twill. Timon collar. Quilted all wool-satin body lining. Easy-on gabardine "Sn. Stacks", visor cap. 4 to 12. \$24.95.

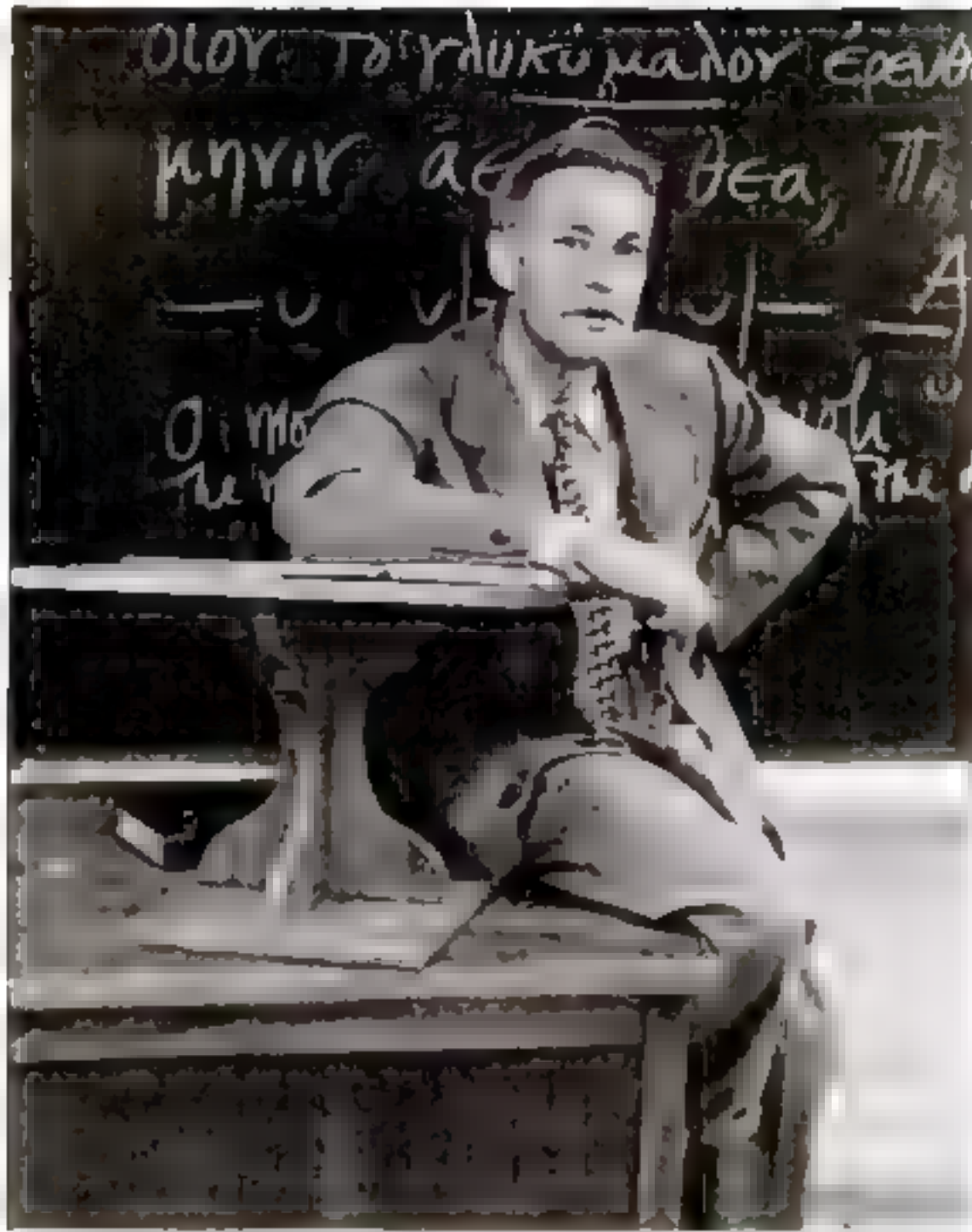
Klondike—Coat as in Silver Star. \$14.95.

C North Boy—One of America's most popular coats. Cravenette Piedmont gabardine with warm Mouton collar and lamb-skin body lining. Tan or Navy. Men's, \$42.50. Boys, 10 to 20, \$35.50.

B Big Pine—A warm coat for the little fellow. Long-wearing gabardine with full Alpaca lining. Timon collar. 4 to 12. \$24.95.

Junior Elk—A burly storm coat of weather-defying worsted blend gabardine. Mouton collar. Full Alpaca lining. 4 to 12. \$35.00.

D Badger—A burly beauty in worsted blend gabardine. Cravenette to shed moisture. Full Alpaca lining and Mouton collar keep you warm in any weather. Gray, Navy, Slate, or Tan. \$65.00.



WALTER RAYMOND AGARD

Before Classics Professor Agard enters his classroom at Wisconsin, the students always get fair warning. Invariably he enters singing, usually a folk song, in any of half a dozen languages. Agard, 56, has been at Wisconsin 23 years. He resigned from the staff of Amherst in 1923 in protest against the dismissal of Alexander Meiklejohn and later joined him at Wisconsin, helping to found the university's Experimental College. One of the most popular courses at Wisconsin is Agard's Greek and Roman Culture in the integrated liberal studies program. It was in this setting that Agard first evolved his definition of an optimist in the atomic age: "a person who regards the future as uncertain."



PHILIP BLAIR RICE

Kenyon's Philosophy Professor Rice was a newspaperman once, having worked in Paris for the *Paris Times* and in Cincinnati for the *Star Times*. In his college classes now he refers as readily to Little Orphan Annie as to Immanuel Kant. His freshman lectures are popular, and his senior seminars considered by many students to be the most valuable course in the college. Professor Rice's practical philosophy carries over into his off-campus activities. While serving as a member of a grand jury, he helped prepare a report urging improved mental examinations of Ohio criminals. An associate editor of the *Kenyon Review*, he served last year as editor in chief of that highly respected literary magazine.

CONTINUED ON NEXT PAGE

How to keep a dinner off the rocks



Why is Steve so stiff and prim?
We eat well—what's eating him?



Jack's story's swell, but it's a crime
To hear it for the fourteenth time!



Now's the time for cordials, dear—
Herbert's clamming up, I fear.



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LILY ROSS TAYLOR

When she gets on her favorite subjects of Virgil or Lucretius, Bryn Mawr's professor of Latin classics slips quickly into the habit of running her hands excitedly through her white hair. At the end of a lecture, if her hair is very much mussed up, students know that Miss Taylor has enjoyed herself. In World War II, Professor Taylor left the campus and interrupted her teaching duties to serve in the Foreign Nationalities Branch of the Office of Strategic Services in Washington. Miss Taylor, now 64, has taught at Bryn Mawr for 23 years. With illustrations drawn as much from current events as from her student days in Rome, she has annually given the long-dead Romans a fresh lease on life.



WARREN K. LEWIS

For most of his 40 years at M.I.T., Lewis interspersed his lectures on chemical engineering with fatherly advice on the importance of being well-dressed. It made little difference that week after week he came to class wearing the same battered tie. Two years ago, at the retirement age of 65, Lewis officially became professor emeritus but went right on teaching with the nonprofessorial rank of lecturer. In his course students are likely to learn as much about the fine art of debating as about chemical formulas, for one of his favorite devices is to get a student hopping mad and then encourage the young man to work his way out logically. Helps them to develop independent minds, he says.



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Pioneer distiller James Crow supervising a shipment of his famous whiskey which travelled by steam boat and iron horse to the far corners of the land.

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Among America's Great Whiskies



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And none in the world like Arrow!

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Only Arrow shirts are Mitoga-tailored to follow the lines of your body. Only Arrow shirts have the perfect-fitting, can't-be-copied Arrow collar. All Arrow shirts have firmly anchored buttons.

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Always insist on Arrow!

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BRAWNY RANCH BOYS arrive at Crane for fall term. At left is Matron Sunshine Dunten.

Live-in Public School

OREGON'S CRANE IS UNIQUE

In southeastern Oregon, a vast, sparsely populated country, the problem of consolidating educational facilities—one which faces most of the U.S.—is exceptionally difficult. A high school to serve Harney County's 6,600-square-mile school district and be within daily travel distance of many homes is impossible. The difficulty has been met by the ultimate in consolidation: unique Crane School which, aside from some Indian schools, is the only U.S. public boarding school. Crane not only educates its students, 61 range-bred youngsters more familiar with branding irons than books, but boards and rooms them for as little as \$345 per year. Otherwise their education would stop in the eighth grade of the district's nine grammar schools.



CRANE SCHOOL, with its neat, modern brick buildings, seems incongruous amid Oregon's sagebrush and sandy hills. Total cost of the buildings was \$250,000.



"Never mind slowing down—Dudley usually beats the train since he started drinking HORLICKS."

HORLICKS

A bedtime drink for morning energy

Being able to work efficiently is largely the way you feel about it. And Horlicks, the great American build-up drink—can help you feel your best. Drink a warming cupful every night at bedtime. Horlicks banishes "Night Starvation"—replaces used-up energy while you sleep. You wake up really refreshed. Get Horlicks in half-pound, one-pound and larger jars at your drugstore.



Ever see a Purple Cow?

You'll never see purple cows in a pasture. But you'll see 'em a-plenty at your soda fountain all through November—Purple Cow Malted—Horlicks November Malt-of-the-Month. A special combination of smooth ice cream, Horlicks Malted Milk, and a dash of grape that adds a delightful fruity flavor.

Fall Steamer-Upper!



After the game, or any time chilly breezes blow, stop in at your soda fountain for a "thaw-out." Have a Horlicks Sweet Milk Instant Cocoa—the smooth, smooth cocoa with that good chocolaty Horlicks flavor.



Handy Candy Handout

When the children tease for candy, just hand 'em a package of Horlicks Tablets. Let 'em eat all they want. Here's real malted milk that tastes like candy and is packed jam full of nutrition.

REMEMBER THAT
← **GOOD NAME**

LIVE-IN SCHOOL CONTINUED



STAFF consists of five teachers (front), headed by Principal Charles W. Sikstrom (left) and, in rear row (left to right), cook, matron, janitor and wife.



DOING HAIR for each other is nightly occupation in the girls' dorm. Since girls bring knickknacks from home, their quarters are fancier than the boys'.



FRIENDLY ROUGHHOUSING is common in boys' sparsely furnished dorm. Boys fight whenever there is free time, seldom hurt each other seriously.

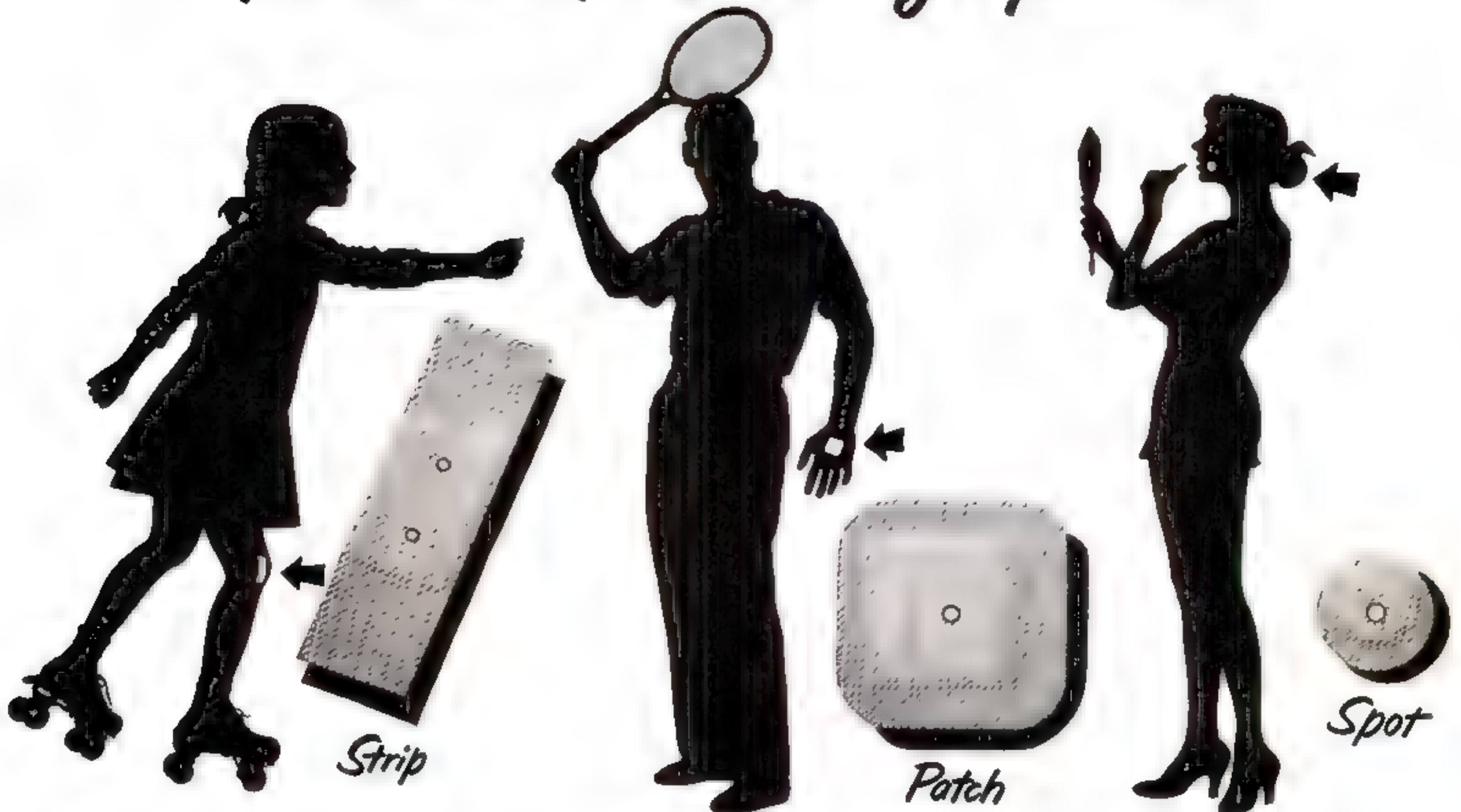
CONTINUED ON PAGE 120

Now! In the famous BAND-AID* family

Wonderful new convenience! Elastic dressings that s-t-r-e-t-c-h with every movement! Three different shapes and sizes to fit different parts of the body! Try all three—and give every injury the best possible protection.

3 new ELASTIC dressings

for hard-to-bandage places



1. A strip that lets joints bend!

BAND-AID* Elastic Adhesive Bandage is the familiar oblong shape, with new stretchability! Stays put on knee, elbow or knuckle—but doesn't bind!

2. A square that seals all around!

BAND-AID* Patch Dressing seals on all 4 edges! So convenient for boils, blisters, or scalp wounds. Keeps out dirt and moisture.

3. A dainty circle for face or neck!

Now you can bandage small face and neck injuries, puncture wounds, warts or moles—inconspicuously. BAND-AID* Spot Dressing is flesh-color. Seals all around.



**BAND-AID ELASTIC
ADHESIVE BANDAGE**

**BAND-AID PATCH
DRESSINGS**



**BAND-AID SPOT
DRESSINGS**

*Patch & Spot Dressings packed together
in new flat box*

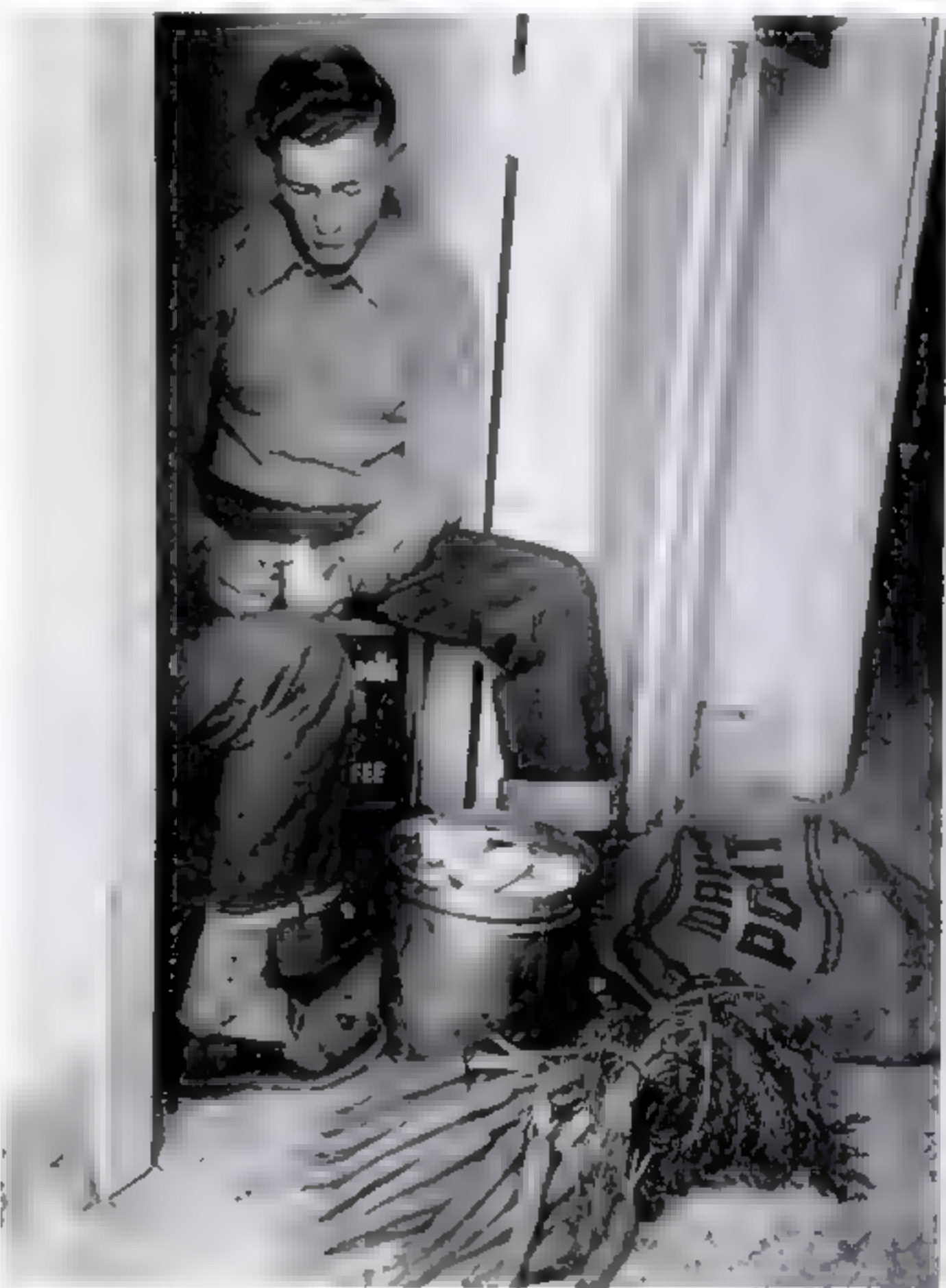
All 3 have these advantages...

- They fit better because they stretch
- More comfortable
- Stay put without binding
- Individually wrapped
- 100% sterile
- Waterproof
- Flesh-color, inconspicuous

*BAND-AID means Made By **Johnson & Johnson**



DUSTING SCHOOLMATES, walking to candy store in the nearby ghost town of Crane after class, is a favorite pastime of the few students who own cars.



PEELING POTATOES is one of the kitchen chores to which students are assigned. The usual reward is a cookie or piece of cook's 10-layer chocolate cake.



DANCING WESTERN STYLE occupies evenings in piano-equipped recreation room. To freshmen such social evenings are unfamiliarly wonderful.

Now! Try the 11-DAY ANTI-NICOTINE DIET

without
giving up
a single
cigarette!

If you smoke a pack-a-day, it is estimated that you take in a full ounce of nicotine and tars every 11 days. (That's almost a whiskey glassful).

With a Denicotea cigarette holder you cut down on these poisons, *without giving up a single cigarette!* Try the Denicotea anti-nicotine, anti-tar diet for 11 days. After you see how much better you feel, you'll *never* go back to smoking without a Denicotea!

NICOTINE AND TARS are better in HERE than in YOU!

That's why so many doctors and dentists strongly recommend Denicotea for constant use. They know that nicotine and tars trapped in the efficient Denicotea crystal filter *can't reach, can't harm* your mouth, teeth, gums... your nose, sinuses, throat...and lungs.

You get the benefits of cutting down on smoking—*without having to give up your favorite cigarettes!* Start your anti-nicotine diet today.

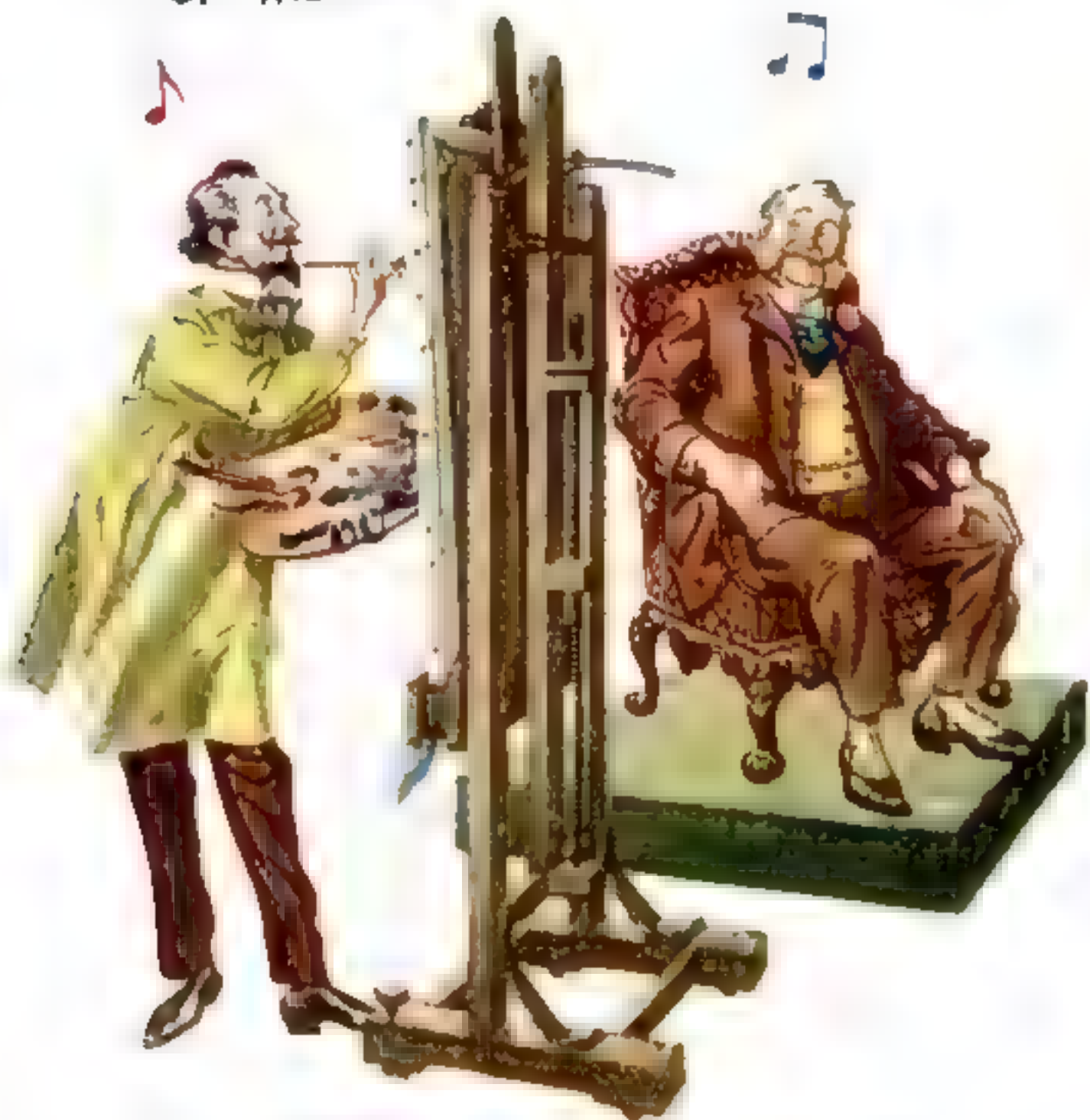
Denicotea, with aluminum ejector and 11 filters\$2.00

Lady Denicotea, long, slim, with gold-tone ejector and 13 filters.....\$3.50

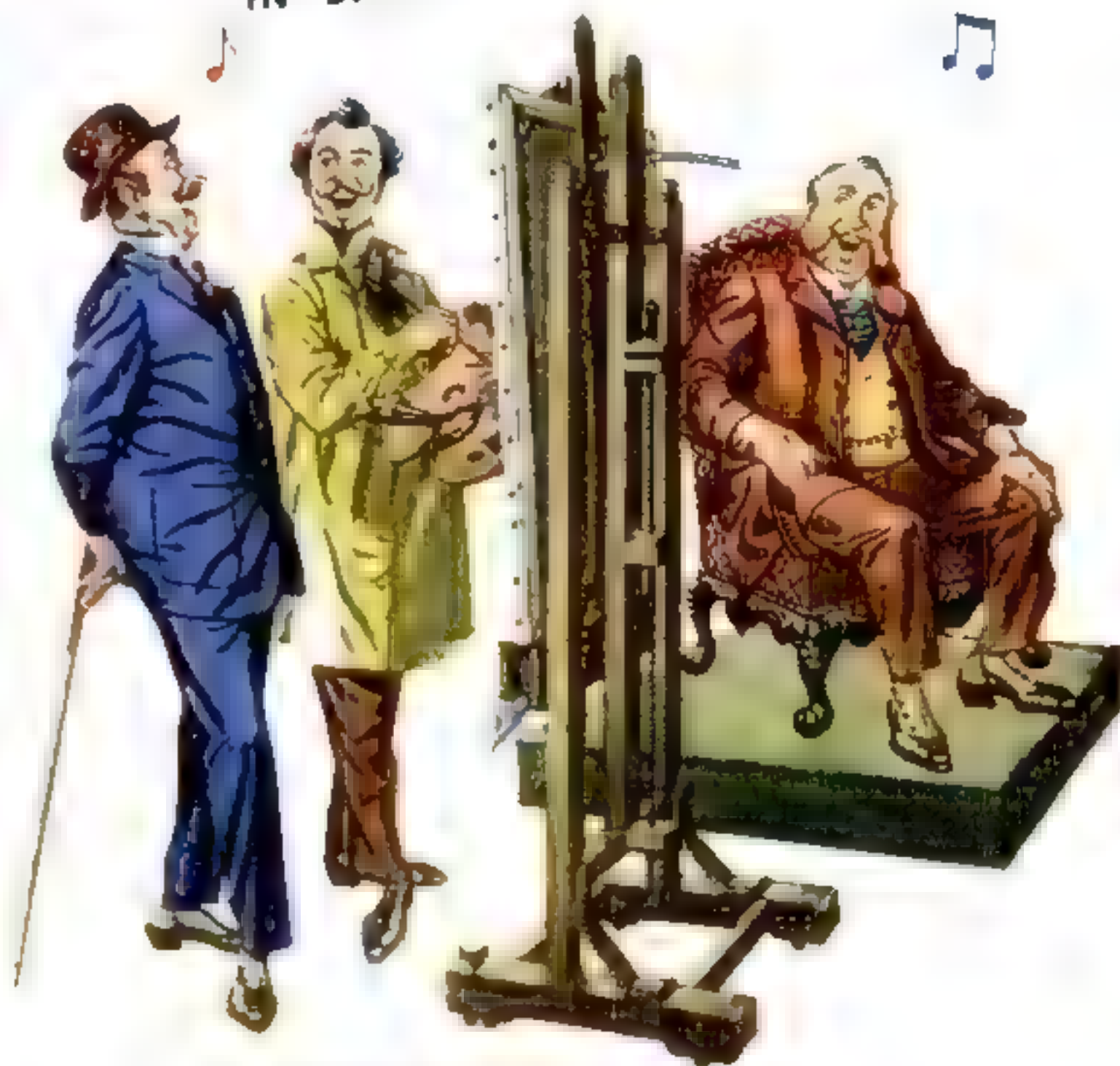


dunhill **DE-NICOTEA**
Crystal Filter Cigarette Holder

WANT A REAL, OLD-FASHIONED MASTERPIECE
OF MELLOWNESS AND CHEER —



THE KIND THE KEENEST CRITICS PRAISED
IN DAYS OF YESTERYEAR ?



HERE'S HOW TO GET THAT OLD-TIME TASTE,
THAT WHISKEY WITHOUT PEER —



JUST TELL THE MAN
YOU WANT IMPERIAL!



IMPERIAL is made by Hiram Walker.

And Hiram Walker's 92 years at fine whiskey-making makes Imperial good!

Blended whiskey. 86 Proof. 70% Grain Neutral Spirits. Hiram Walker & Sons Inc., Peoria, Ill.

Come choose your flavor partners at the

DEL MONTE

BRAND



Watch for the DEL MONTE
Round-up, neighbor-
Enjoy the variety and
dependable flavor!

All these favorites
under one label—
Means better eating
on everyone's table!

ANNUAL
FALL

ROUND-UP

of quality canned foods, juices,
dried fruits, too — all under one label

OCT. 12
to NOV. 4

Promenade down
the DEL MONTE line —
Variety — quality —
flavor's fine!

Swing your shopping baskets, ladies! Now's the time when
grocers everywhere are getting in new packs of famous
DEL MONTE Brand Foods.

Yes, the DEL MONTE Round-Up is here again with summer
orchard flavor and garden goodness ready for your table.

So get in the grand march! Enjoy the dependable flavor
of delicious DEL MONTE Foods.







SCHOOL BUILDING is dated and inexpensively equipped, has no gym or workshops.

LEARNING TO WRITE, child uses typewriter and is taught to print at the same time.



Top Elementary School

“MODERN” MAURY MAKES MOST OF POOR FACILITIES

The Maury School of Richmond, Va. seems to have everything against it. It is in one of the poorest sections of the town, has an old-fashioned building, limited funds and equipment and not enough space to go beyond the fourth grade. Yet many educators consider it the best public elementary school in the entire country. The reason lies in Maury's imaginative teaching methods, which are independent of time, space or money. These methods are the best of the “progressive” theory of learning through living—now called “modern” education—and have long been under attack by the old-guard

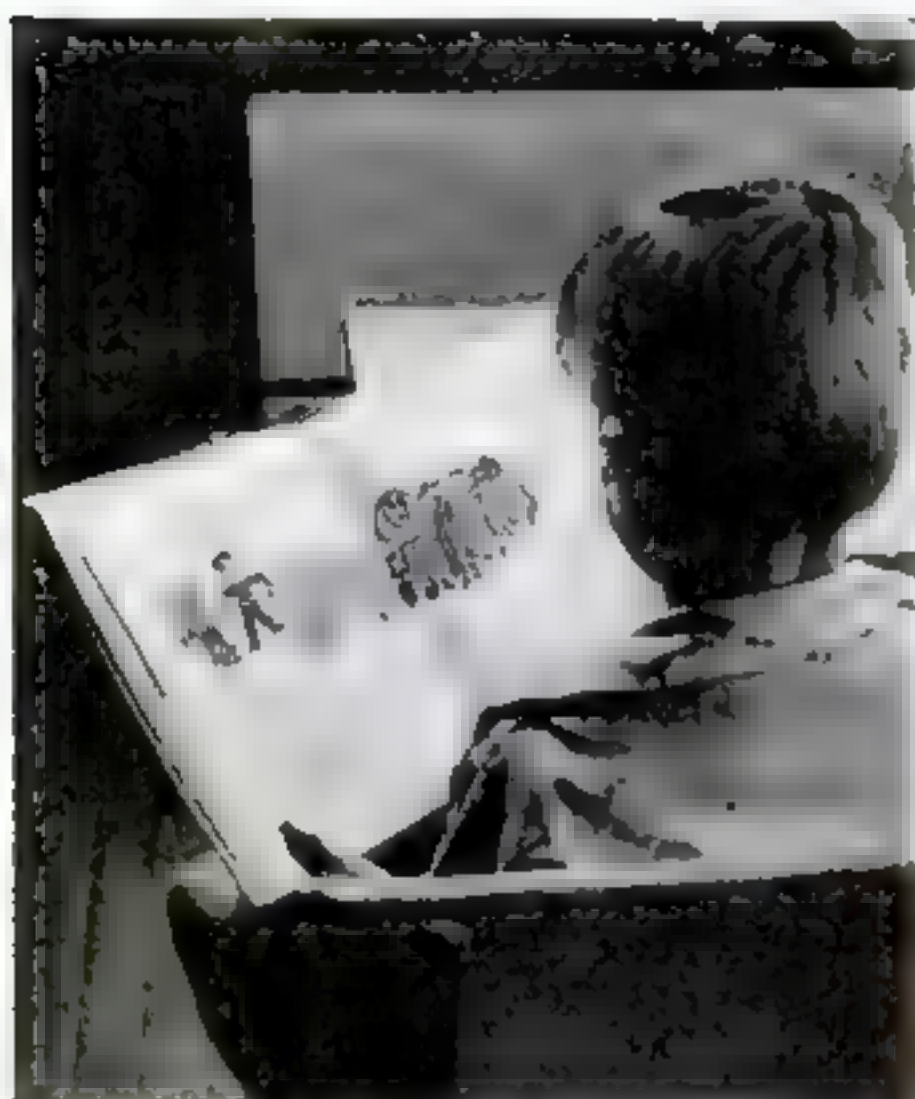
teachers as undisciplined and not thorough.

A standard criticism of the old progressive system is that it may teach a child to bake cookies, but it does not teach him to read. This is not true of good “modern” schools, and it is certainly not true of Maury. In the conventional sense a child is not “taught” to read here, but from his first day in school he is confronted by imaginative “reading situations.” The poster-size lunch menu is brought to his class daily and read aloud. Almost at once he learns to recognize “milk” and “dessert.” Signs are everywhere—in the classrooms, the cafeteria, the

corridors—and he finds life easier and more interesting when he understands them. There is a mail system, and it is such fun to get letters that, with his teacher's help, the child is soon writing one-sentence notes of his own. He sees other children writing and illustrating little books, and of course he wants to draw and tell stories too.

All these real situations make him want to read, and Maury has found that when a teacher has brought a child to the point of learning, he does learn. In the same natural, easy way he is brought face to face with other real situations, and so he learns, painlessly but thoroughly.

← GROUP PAINTINGS, which encourage cooperation and self-expression, are rough-sketched by one or two children, then painted in with the help of others.



SCHOOL-MADE BOOKS, written, illustrated by the pupils, are one of Maury's chief reading aids.

Teachers must have new ideas each day

The great difficulty of the Maury procedure is that it can never stand still or even pause to take a deep breath. Instead of merely going on to the next page of the textbook, Principal Etta Rose Bailey and her staff of 19 teachers must put before their pupils the next page of experience. Every day a teacher must find new real-life situations. A class party becomes an arithmetic lesson when the children figure out how much each one must contribute for Jell-o and cake. Field trips (right) teach about everything from incubators to architecture. Visitors from other states and countries make geography vivid. Most useful of all are the unpredictable incidents that pop up suddenly in any roomful of children. Only an alert, ingenious teacher can make these incidents a moment of education.



PRACTICAL SCIENCE is learned by these children as they watch a turkey egg hatch. This visit to

a hatchery is one of many field trips which acquaint students with the business life of the community.



RHYTHMS CLASS is after-school dance group. Girls watch the teacher, then invent own variations.



FACULTY MEETING led by white-haired Principal Bailey (seated) is also attended by apprentice

teachers who are training at school. Miss Bailey gets far more job applications than she can possibly fill.

MEAT TEAM AT WORK

ROUNDUP TIME—"Cutting out" cattle on an Arizona ranch. Hank Alrich and Kenneth McMicken demonstrate a famous tactical maneuver of the

American cowboy. This is typical of the activity on thousands of ranches as the fall movement of cattle to feed lots and packing centers starts.

FALL BEEF STARTS MOVING TO MARKET



TWO THOUSAND MILES from where it grew, a fresh supply of beef arrives at an Allegheny, Pennsylvania, meat market. Retailers Bob Watzman and Joe Scherer weigh it in before cutting it up into Swiss steaks, pot roasts and stews.

With the end of the summer grazing season, cowboys are in the saddle from dawn to dusk—cutting out the "young stuff," getting it off to market.

These busy fall days for cowboys set off a lot of extra activities for other members of the Meat Team—marketing agencies, cattle buyers, stock handlers, railroad men, skilled workers in meat packing plants, meat-men in retail stores.

The fattest steers from the roundup travel a fast "beef express" from range to meat packing plant. This brings about the first fall upturn in your beef supply. Other steers from the

roundup go to feeder farms for a corn-fed finishing, to build tender cuts of beef for your use later on.

Some of this "finished" beef will be ready for processing in time to reach you this winter. Some of it will stay on the feeder farms to furnish the choice steaks and roasts you'll want next spring.

This method of spacing out your beef supply is an efficient development that the meat business has built up. It's the result of team work—your Meat Team at work.

American Meat Institute

Headquarters, Chicago • Members throughout the U. S.

BETWEEN STARTING PLACE AND STORE is the packing plant—assembly point for meat animals, supply center for meat. Here in the frosty cooler of an Iowa plant, Charles Beghtol separates sides of beef into quarters—ready to go by refrigerated truck or rail to fill the orders of hundreds of retailers and restaurants far and near.



THE MEAT TEAM



"I grow it"



"I process it"



"I sell it"

AMERICA'S

FASTEST IRON...

saves 26 minutes of every ironing hour!

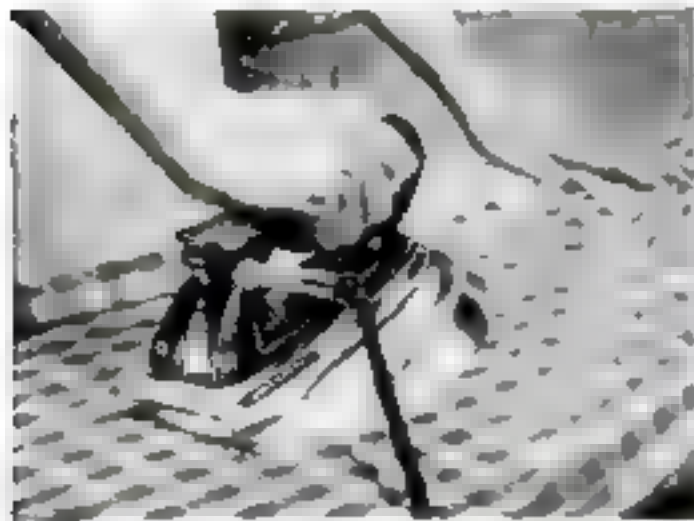


UNIVERSAL *Stroke-Saver*

BY ACTUAL TEST against five other leading irons, the new Stroke-Saver proved almost twice as fast, and saved four out of ten strokes!

MAKE A 10-DAY HOME TRIAL

Take this amazing iron home and prove to yourself what it can do. If you are not convinced it is the finest iron you ever owned, the entire price of \$12.95* will be refunded!



NEW REVOLUTIONARY SHAPE with rounded heel enables sweeping strokes backward or forward without wrinkling or bunching. The Stroke-Saver is actually two irons in one—long and low for dainty pieces—extra sized for flat work.



NEW EXTRA LARGE SIZE gives 37% more ironing surface than ordinary irons... yet weighs only 3 3/4 lbs. Now pretreated with miracle "Pantastic" for easier gliding strokes and to keep starch from sticking.



NEW WIDE SLOPING BEVEL glides into pleats, ruffles and under buttons without interrupting stroke. Makes ironing easier.

SINCE 1842

*Price is Fair Traded in states where appropriate Fair Trade Acts exist.

UNIVERSAL

LANDERS, FRARY & CLARK, NEW BRITAIN, CONN.



MAURY SCHOOL CONTINUED



PARENTS CONFER with the teacher on child's progress. These conferences take place of report card.

Parents are proud of Maury

Maury parents play a big role in the school, and the school plays a big role in the home. Some parents help run the cafeteria, some take charge of the playground, some even come to class to teach children special arts or skills. All the parents are asked to help with sewing and decorations for the school's costume pageants. By getting to understand the school's aims, parents are able to carry on the job of education at home with the result that Maury becomes a round-the-clock institution.



HOME FROM SCHOOL, children have on their best clothes, which they wear to class. In shabby neighborhood, Maury is a bright spot in their lives.

*"Nothing tastes as good as **RITZ** but **RITZ!**"*



The Candy Bar that's **Like** **a**

Chocolate

First bite, chocolate... pure Mars milk chocolate, poured on thick as it'll stay!

Almonds

Then crispy, whole almonds, the expensive kind, toasted till they're gold. Plenty of them!

Nougat

Rich, creamy nougat that comes from fresh egg whites and pure sugar, whipped till it's fluffy!

Chocolate Nut

Sundae!



The boys at Mars say:

"You ought to see how we put this together!"

We stir it up in the sunniest kitchens you ever saw. Sweet milk chocolate, sugar white as snow, selected meaty almonds. With strictly fresh eggs and pure, Grade A milk straight from "down on the farm"!

MARS
Toasted Almond

BAR
Toasted Almond

10¢



Oldest Schoolhouse

BUILT BY THE DUTCH BEFORE 1696, IT STILL STANDS ON STATEN ISLAND

HUNDREDS of years before the concrete highway shaved its door-step, when the biggest tree around it was a sapling, the tidy red building shown above was a busy elementary school. The New York Dutch built it in Richmond on Staten Island before 1696; they pegged its beams so firmly it has lasted all these years. Now it is the oldest U.S. schoolhouse.

Like most schools in those days, this was a church school, run by the Dutch Reformed Church, but among its 30-odd pupils were British and French and probably a few Indians. They came on foot and on horseback from all over the island, plodding down the road past the tanyard and the whipping post to sit on backless benches in the big room on the ground

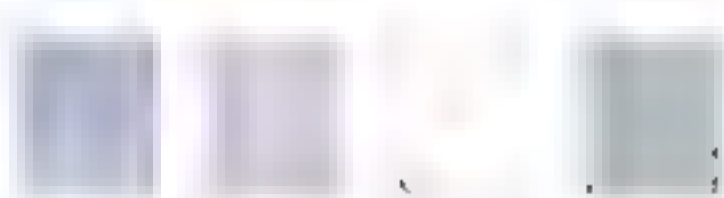
floor. There, boys on one side and girls on the other, they were taught reading, writing, arithmetic and catechism, by a stern young reader called a "Voorkzer." Now the school is a museum. But even in the old days it was more than just a school. The old Dutch fathers designed it to serve also as a community center, then, by anticipating a modern development in education.



**not
a
stitch
in
sight...**

**on the new Van Chick
the shirt with the secret stitches**

It's what you don't see that's causing a sensation . . . that gives you a crisp, streamlined look. Not a single stitch in sight on the wide-spread collar, cuffs . . . or down the clean-cut front. In whites, colors, and novelty weaves, with famous low-setting Van Heusen "Comfort Contour Collar" styling. A new shirt free if your Van Chick shrinks out of size. Mighty slick Van Chick at **\$3.95** The Tie: Van Chick Dots \$1.50



Comes in white and these fashion-smart colors

Van Heusen REG. U.S. PAT. & TM. OFF.
"the world's smartest" **shirts**

Phillips-Jones Corp., New York 1, N. Y., Makers of Van Heusen Shirts • Sport Shirts • Ties • Pajamas • Collars



COLLEGE CROP EXPERT AND FARMER CHATTING IN NORTH CAROLINA PASTURE ARE REFLECTED IN THE DOOR OF THE AGENT'S CAR

A University Serves Its State

NORTH CAROLINA GIVES PRACTICAL HELP
TO FARMERS, BUSINESSMEN, HOUSEWIVES

"In all well regulated governments, it is the indispensable duty of every Legislature to consult the Happiness of a rising Generation and endeavor to fit them for an honorable Discharge of the Social Duties of Life by paying strictest attention to their Education."

With this charter from the General Assembly of its state, the University of North Carolina opened its doors in December 1795, the first state-supported college in the new republic. Like the private colleges of New England, it set to work to turn out educated gentlemen and men

for the professions. But today it has gone far beyond its original franchise. It not only turns out scholars; it also serves as a service bureau that wields a powerful and profitable influence on the whole state. North Carolina is a brilliant example of a peculiarly American phenomenon—the state university which gives back a practical dividend to the people whose taxes support it.

The university's three campuses are in effect a combined workshop for a vast board of experts who instruct the state's farmers, businessmen, housewives and public officials in better ways to do their work. Extension courses are set up

to bring the latest information to people in a score of trades and professions. In the laboratories there is continuous research on problems as diverse as the habits of native shrump and the usefulness of native clay. Outside the university its extension agents constantly drop in on farmers in the remotest sections (*above*) to help them work out crop problems. Under this teaching good farms have been made more productive, poor farms made profitable. One tobacco farmer, who works a six-acre patch, highly approves of the university, explaining, "It's the best thing I ever heard of for a poor man."



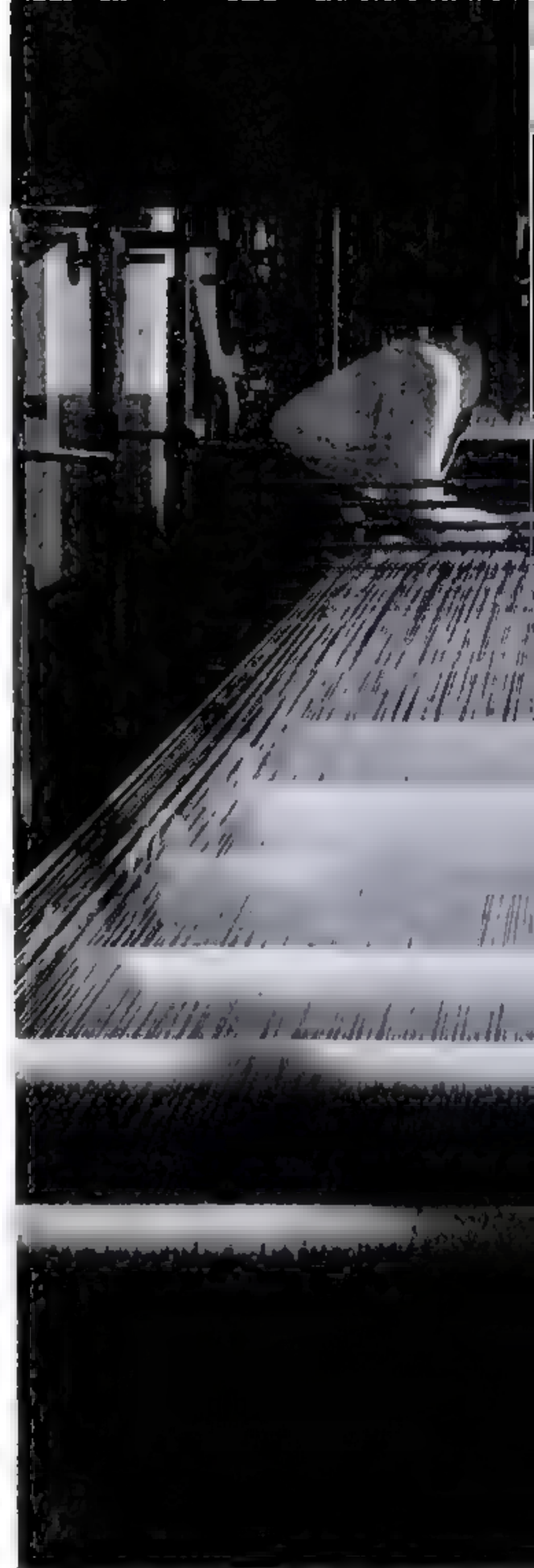
EXTENSION SERVICE of U. of N.C.'s farm school is headed by D. S. Weaver (*left*), who succeeds

Founder I. O. Schaub (*right*). Advisory bulletins like those shown (*background*) are widely distributed.



UNIVERSITY HEADS, watching the opening football game, are the chancellors of three branches

and President Gordon Gray (*second from left*), former Army Secretary who was inaugurated last week.



COTTON SLASHER unwinds 1,200 separate cotton threads from six rollers (*foreground*), pulls

Research opens

Twenty years ago, at the bottom of the great depression, North Carolina was one of the poorest states in the U.S. As part of a farsighted plan to pull the state up, North Carolina's leaders merged the university's original arts school at Chapel Hill, the agriculture and engineering college at Raleigh and the women's college at Greensboro. The first president of the expanded university was Frank P. Graham, now a U.S. senator. Almost overnight the school became the fountainhead of the state's effort to revive its economy by developing its own resources.

The work goes on in many fields. To help industry, the university's technical researchers work to improve the quality of cotton thread (*above*). To find a use for the bark of native



them through rough chemical bath and rewinds them on a single reel (rear) in a project set up to help the textile

industry improve quality of cotton fabric by eliminating tiny tangled knots in the original cotton fiber.

new paths for industry, agriculture

pine, now a waste product, chemists are trying to extract tannin from it, hoping to develop a new source of this chemical used in tanning leather. Offshore, in the rich commercial fishing banks, the newly set up Institute of Fisheries Research is surveying 5,000 square miles of ocean bottom, tracking currents and studying the migration of fish. This study will direct fishermen to the most productive beds, reduce their losses from torn gear. Early this year, with the Institute's help, a new industry was opened when large-scale dredging for clams began.

But the university keeps its closest eye on agriculture and the state's basic crops, cotton and tobacco and livestock. This year its constant research paid off in dramatic fashion.

For a decade two diseases deadly to tobacco, Black Shank and Granville Wilt, had been breaking out separately and sporadically in North Carolina fields. The school's experts developed two resistant strains and then, by breeding and cross-breeding, set about to produce still another strain that would have double immunity. Late in 1949 the deadly combination of blights had spread out over the state and threatened the entire \$400 million tobacco industry. But the university's research was ready for the worst. Last spring hundreds of pounds of seed of the new, doubly immune plants, perfected only a few months earlier, were distributed, blighted plants torn out, and the state's tobacco farmers saved from ruin.



TILE TESTERS lower bricks made of native clay into baths of hot water to measure expansion,



SHRIMP EXPERT dissects specimen to learn its age. Data will be used to study shrimp migration.



AIR-CONDITIONED CHICKENS thrive on farm of Bennie Watson, standing (right rear) with

college expert. Scientific feeding and air-conditioning get flock ready for market in record time.

People learn to improve chickens and chairs

Because of the patient and sometimes insistent missionary work of the university's farm extension staff, eight out of every 10 farm operators in North Carolina have put into use some of the improved techniques developed at the school.

A decade ago poultry raising was little more than a backyard hobby on North Carolina farms. The extension service promoted it and today it is an \$80 million business. Farmers who once were barely able to eke out a livelihood now operate large chicken ranches that are as profitable as they are

scientific (above). As recently as six years ago a million acres of North Carolina's land lay idle, exhausted by unplanned cultivation. A series of experiments turned up a rich new clover, and now much of this waste has been reclaimed for fertile pasture land. It is this sort of detailed, realistic attention by the University of North Carolina to the needs of the state that has enabled William Green (opposite page), to rescue himself in a dozen years from the poverty of a tenant cotton farmer and become a prosperous dairyman.



TOBACCO FARMER Nathan Tart stands in partly harvested field of plants developed to resist withering Black Shank blight.



FARM WIVES watch a home economics expert (right) refinish a chair, one of the many classes offered to women in rural areas.



CUSTOMERS ON PARADE



DOUBTING THOMASINA: "I just wanted to be sure Cannon Combspun Percales are my best buy!"



HELPLESS HUSBAND: "Let's see—my wife wanted some sheets... the smoothest, softest, she said... used the word 'yummy'..."



CHATTY TYPE: "So my friend said, 'Carrie, you're crazy if you don't rush out for those dreamy Cannon Combspun Percales!'"



PACKAGE-READER: "Combspun means that the cotton is combed till only the longer, smoother-weaving fibers remain..."



BRIDE-TO-BE: "What size Cannon Percales? Well, my fiancé's about this tall..."



HARRIED MAMA: "Until they make sheets out of cast iron, give me Cannon Combspun Percales—they wear like it!"



PRICE-TAG POUNCER: "Is this price right? For gorgeous honest-to-goodness Cannon Combspun Percale? Call me Rip Van Winkle!"



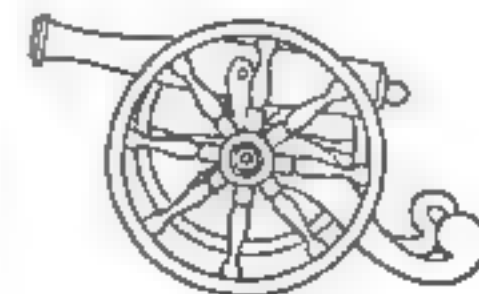
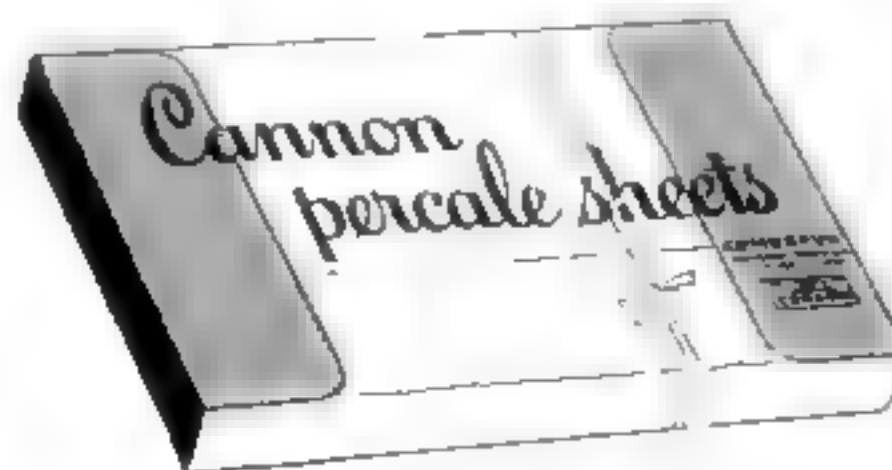
BUTTINSKY: "Pardon, dearie—I'd take Cannon Percales—lighter-weight, easier for bedmaking and laundering!"



NEWS-SPREADER: "What—Cannon Combspun Percales in six luscious pastel Water Colors? Glamour, glamour! Where's the phone?"



TAKE-A-HINTER: "Well, Miss Jones, must say you've earned a nifty night's sleep on Cannon Combspun Percale Sheets, yourself!"



COPYR. 1950, CANNON MILLS, INC.

CANNON PERCALE SHEETS—THEY'RE COMBSPUN



CANNON TOWELS • STOCKINGS • BLANKETS • BEDSPREADS • CANNON MILLS, INC., N. Y. 19, N. Y.



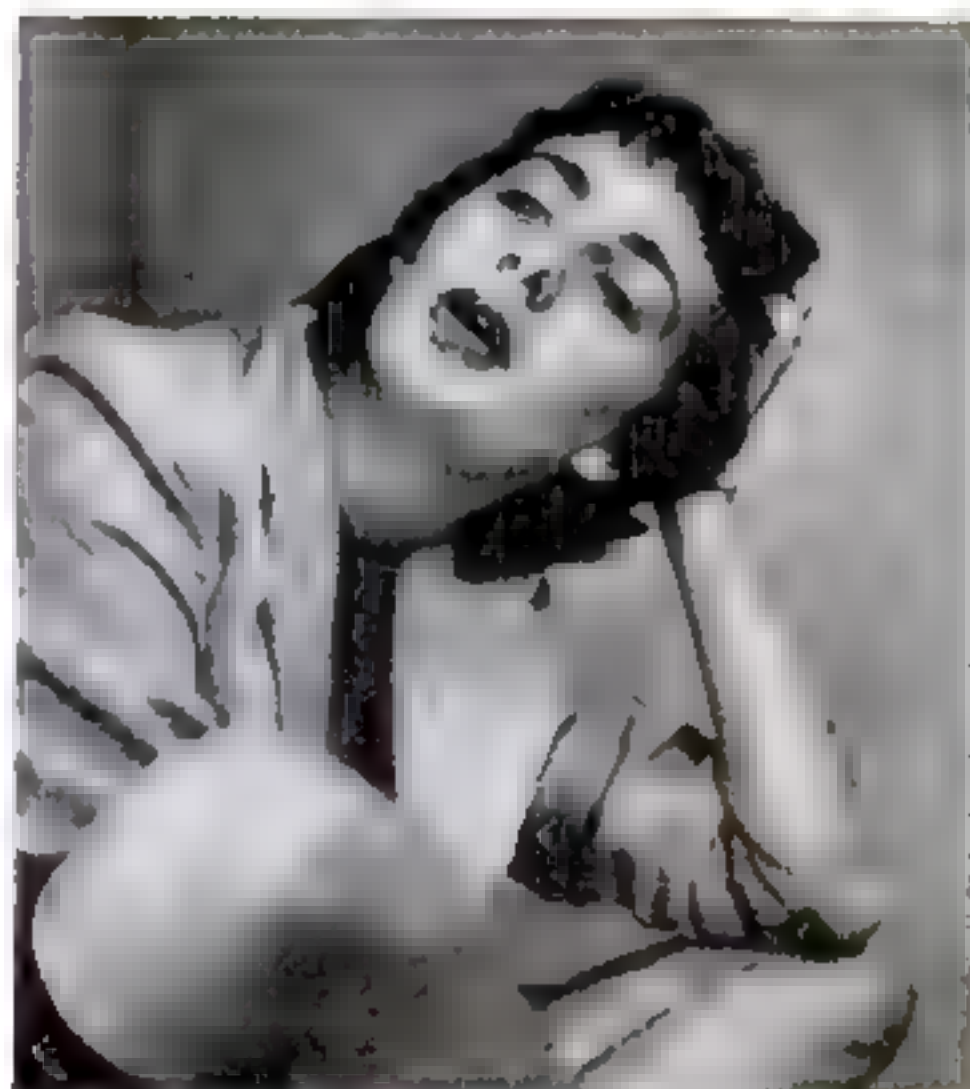
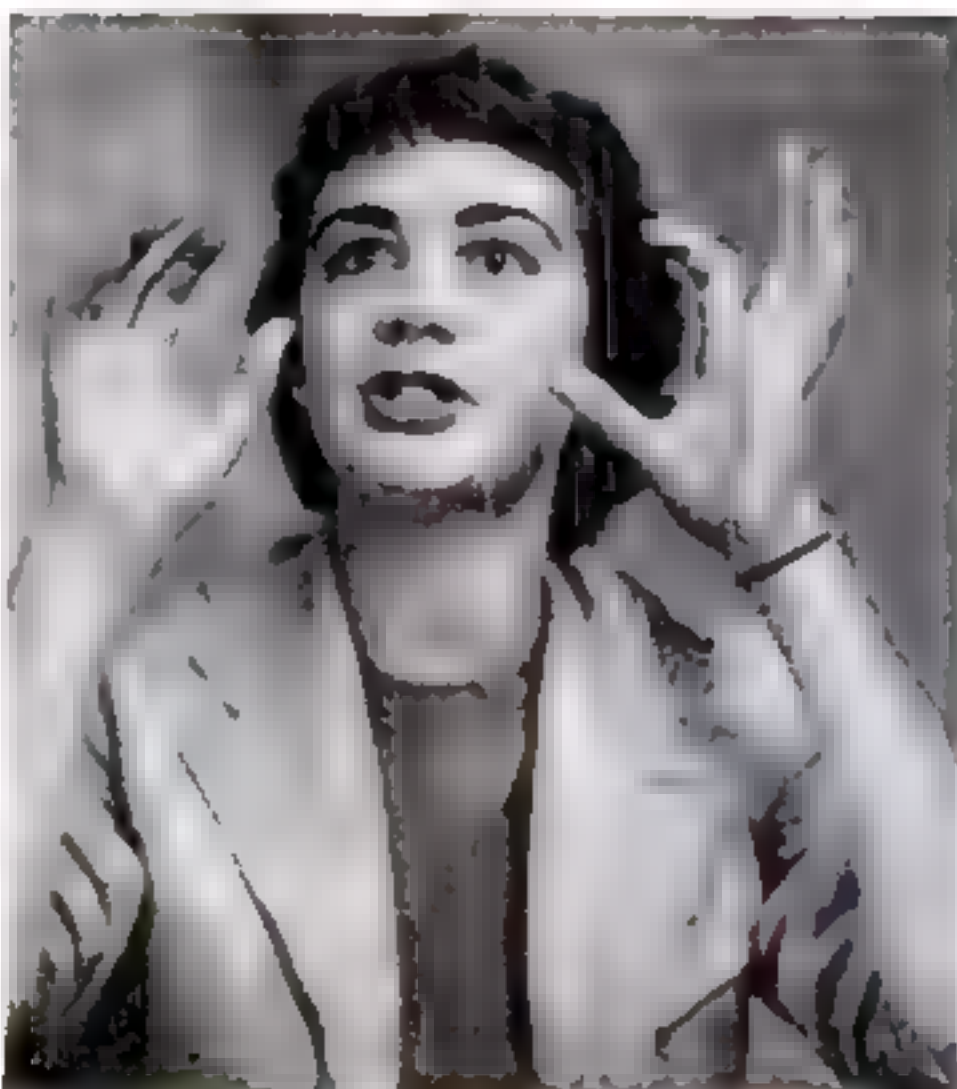
SUZANNE FRENZEL CONFERS WITH HER ADVISER

Girls in College

HOW TO TEACH THEM IS A MATTER OF DISPUTE

Although reconciled long since to the fact that women are people, U.S. colleges still disagree violently on how to turn them into educated people. The disagreement is partly a question of technique: should girls be taught "just like men" or strictly as females? It is partly a matter of philosophy: should they get a traditional or a "progressive" education? It is partly a dispute about function: should they be prepared for careers as wives and mothers, for careers as "thinking adults" or for just plain careers? The

student pays her money (or her father's) and takes her choice. All this questioning has made some women's colleges, among them Bennington, Mills and Sarah Lawrence, centers from which a host of new ideas have come. Even among these there is diversity, as the pictures on these pages suggest. This does not necessarily mean that women's education is ridden with confusion. It does mean that the student should choose well, and, that inevitably, like Suzanne Frenzel, she will wonder if she chose wisely.



SARAH LAWRENCE SENIOR Suzanne Frenzel, 21, last week sought out her don, Psychology Professor Rudolf Arnheim, shown at top of page, for a serious talk about her future, which she hopes is in the theater. Since Sarah Lawrence gives no exams and no grades, such conferences with dons are important in measuring a girl's progress. "I graduate in four months," Suzanne told Dr. Arnheim.

"I'm a little scared. I'll never regret coming here, but what about the career? My university friends are all trained while all I can claim is a fair knowledge of dramatic technique and a lot of enthusiasm." Dr. Arnheim suggested she take a part-time social work job at a Manhattan school while awaiting a stage or TV break. One thing Suzanne was sure of: "I don't want to go back and rot in Indianapolis."

Perfect Toast

Enjoy your favorite kind of toast—light, medium or dark—every time with Camfield, America's Finest

Automatic Toaster. It's the toaster with controls at both ends—they operate conveniently from either side of the table! Beautiful mirror-chrome finish for lasting beauty.



and Coffee

The KING of Automatic Coffee Makers, this stunning new Camfield makes coffee to your own taste—every cup, every time. Brews a little or a lot, tells you when coffee is ready and keeps it piping hot in-

definitely. Resets itself, too! It's fully automatic. Now at your favorite department or appliance store.



Automatically

CAMFIELD MFG. CO., CHICAGO, ILL., U.S.A.

CAMFIELD

FAMOUS FOR BLUE RIBBON APPLIANCES

PERFECT FOR GIVING OR GETTING

GIRLS IN COLLEGE CONTINUED



STEPHENS STRESSES FAMILY LIFE

In Don Small's appliance store in Columbia, Mo., Arch Troelstrup, teacher of Stephens Junior College's "consumer problems in family living" course, shows a class of girls what to look for when shopping for washing machines. The course has many field trips, covers buying food and clothing, home buying and renting, life insurance and household budget problems. For a generation, Stephens has fitted its courses to the special needs and interests of students "as women and as individuals." Much more than a school for brides, it sends groups on nationwide see-America first tours, has trained more than 600 girls to fly



MILLS OFFERS "MARRIAGE MAJOR"

In a lab at Mills College in Oakland, Calif., the class in Home Economics 13 (Family Food Problems) apprehensively consigns a baked Alaska to an oven. Surprisingly, for so early in the course, the dessert came out fine, and so did a cheese soufflé. One of the first schools to offer an education major in marriage and family living, Mills was first on the Pacific coast to introduce home economics as a regular course of study. Its "home ec" majors live six weeks a year in a pretty six-room stone house on the campus, learning home management, from marketing and table setting to "the courtesies of everyday home life."

CONTINUED ON PAGE 142



"Things are a lot better now in Kansas"

My ranch is ten miles west of Hiattville, Kansas, on Route 39. You can't miss it. The house sets in the middle of a section and the name on the mail box is Joe O'Bryan.

"These 20,000 acres have been in the family for over sixty years. I was born here in 1907, twenty-five years after Kansas went dry.

"Kansas under prohibition and Kansas today, more than a year after prohibition was repealed, is what I want to talk to you about.

* * *

"Maybe you've wondered why folks here in Kansas didn't go along with most of the country when repeal came. Well, my dad before me and I had fought for it ever since '33. So had lots of other farmers and ranchers all over the state.

"Why did it take us so long to win?

"It's just that there was an honest difference of opinion out here, even among some of my own good friends. They didn't seem to realize that there's no such thing as a dry county or a dry state in this country today. They couldn't understand that any 'local option prohibition' simply takes the sale of liquor out of legally

licensed and taxed channels and puts it right into the bootlegger's hands. They seemed blind to the graft and dirty politics that went along with prohibition.

"For years here in Hiattville, or in any other town or city in Kansas, you could buy all the liquor you wanted. Anybody could buy it, any time! We had back-alley 'dives', street-corner sales with no questions asked, and bootleggers who could always get it. What's more, the state didn't collect a cent of revenue. There was only one answer that made sense . . . to profit by the experience of the rest of the country and vote all this out.

* * *

"We did, and things sure are different now in Kansas!

"Today, clean, respectable stores have replaced the bootlegger. Controls have been set up. Drinking in Kansas is saner than I've ever seen it in any lifetime, and we plan to keep it that way. And besides, our state is collecting millions in taxes that benefit all Kansans in many ways.

"I'm glad my family was one of those who fought to bring Kansas over on the legal

liquor side. I figure we did our state a service by wiping out the hypocrisy of prohibition.

"The record shows it . . . things are a lot better now in Kansas!"

Joe O'Bryan's message is sponsored by the producers and distributors of alcoholic beverages. As citizens and businessmen, we stand for the following aims in your community:

- the encouragement of moderation by word and by example.
- the licensing of only orderly places of business.
- the strict observance and enforcement of the law.

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other cough-easing medications

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SO EFFECTIVE!**

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and winter



Imported Albion Grain

Native of Scotland, bred to raw weather, and rugged going—this finest of grain leathers mellows with age, comes up shining. Stormwelt, full leather lining and oil-treated soles keep you warm and dry. At your neighborhood Walk-Over shoe-man. The MAJOR.

**Walk-Over
MUDHOUNDS**

Geo. E. Keith Company,
Brockton 63, Mass.



GIRLS IN COLLEGE CONTINUED



CHILD STUDY AT VASSAR

In this campus nursery school, Vassar girls majoring in psychology or child study have played with, fed and observed groups of small children for 23 years. Unlike the "practical" courses taught at Stephens and Mills, Vassar's child-study major was not organized mainly for vocational training or for homemakers, but as a part of the liberal arts curriculum. Thus it qualifies as part of the "general education for adult life" which Vassar President Sarah Gibson Blanding espouses—but which Lynn White Jr., president of Mills, contends is too similar to male education to be practical for the majority of women.



SELF-EXPRESSION AT BENNINGTON

In a studio at Vermont's Bennington College, Sue Sessions, 21-year-old senior, is counseled by William Bales, her dance professor, while a dance group reflected in the mirror beyond them enacts the composition which is Sue's senior project. Bennington thinks of itself as a proving ground for educational experiment and is particularly proud of its nonresident-term plan under which students work at jobs away from the college for ten weeks each winter. It puts much emphasis on the counseling system. Each student is supervised throughout the year by a faculty member whose field is related closely to her work.

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gets it so clean you can feel the difference!

Now bring out the *full* beauty of your hair with a revolutionary shampoo that works in a completely new way! Helene Curtis Shampoo Whip bombards hair and scalp with billions of lively, lanolin-loaded bubbles that *rush* dirt and dandruff away—even in hardest water. Actually *shines* hair. Leaves it so gloriously fresh and clean you can *feel* the difference. So sunbeam bright...so enchantingly soft...you'll take new, exciting pride in your hair.

It's the world's first whipped LOTION-LATHER shampoo—wonderfully *good* for your hair and scalp. A marvelous beauty treat—with amazing new *atomized* lanolin, that penetrates like magic mist to *EVERY* part of hair and scalp. *MORE* lanolin by far than ordinary shampoos.

And because of miraculous LOTION-LATHER, *this* shampoo leaves hair easier to manage than ever before. NO drying, oil-robbing action to leave hair strawlike, unruly. Helene Curtis Shampoo Whip gives hair rich glowing beauty never before possible without costly special after-rinse.

This amazing new discovery by Helene Curtis, leading authority on hair, makes ordinary shampoos old-fashioned. Try it today, and you will throw away your *old* shampoos.



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and out billows rich
ACTUAL LATHER
(like whipped cream)*

Helene Curtis SHAMPOO WHIP

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HALF-YEAR SUPPLY...**

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with billions of
microscopic bubbles!*

Gets hair so clean you can
feel the difference.



*New! Guaranteed—far
more applications for one
dollar than any
previous shampoo!*

Wonderful for the
WHOLE family!



*New! Atomized-lanolin
gets hair fabulously
soft, magically
obedient!*

Far *MORE* lanolin than
any ordinary shampoo.



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No Stops
No "Skips"
No Scratch*

TO PROVE *Perfect Writing Quality*

name of this

No skipping or stopping. Writes smoothly and evenly, without gaps and stops. Feels like a pencil, writes like a pen.



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2 Sizes. Standard length for men, with clip; shorter "pocket-size" for men or women.

5 Colors. Match costume or desk accessories. Black, red, grey, blue and tan; gold-color metal cap, band.

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344 Hudson St., N.Y. 13, N.Y.

Kids'

TODAY'S CHILDREN PUT

"What person of whom you have heard or read would you like most to resemble?" So went the question asked of 1,440 Minnesota and California children aged 12 to 14 in 1898 by a Miss Estelle Darrah, a teacher in Mankato, Minn. Miss Darrah's poll showed an overwhelming popularity for historical, literary and contemporary political figures, though the children also included a detective and a champion bicycle rider. Twelve of the 1898 winners are shown here. Said she: "... This proves that our instruction in history and literature is emphasizing goodness, truth, patriotism and the ability to lead."

A few weeks ago LIFE asked the same question of 548 schoolchildren

1898



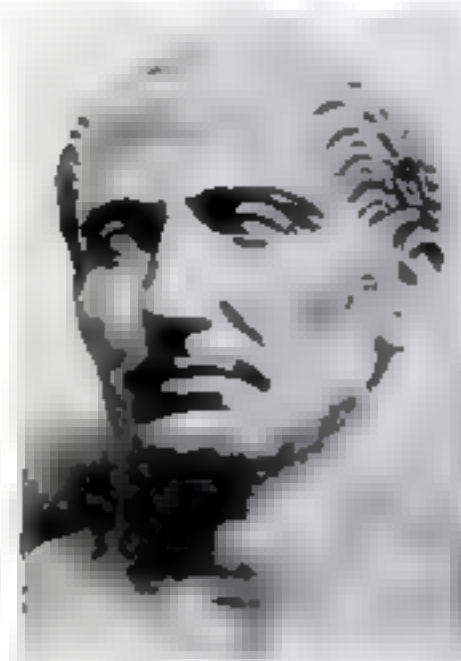
GEORGE WASHINGTON



JOHN WHITTIER



ANNE SULLIVAN MACY



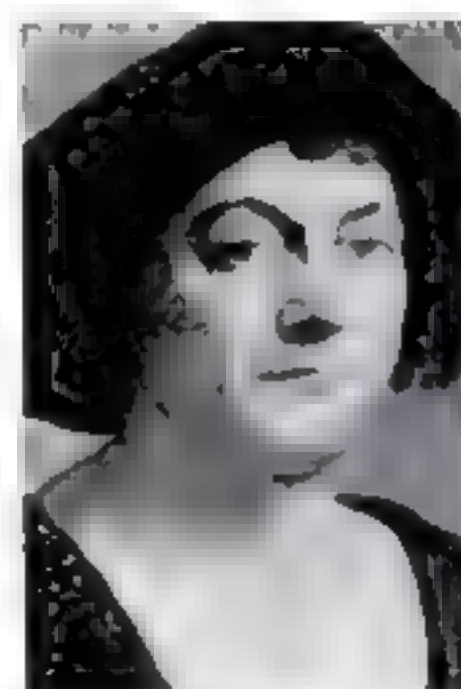
JULIUS CAESAR



ABRAHAM LINCOLN



CLARA BARTON



CHRISTOPHER COLUMBUS



JAMES J. CORBETT



WM. JENNINGS BRYAN



QUEEN ELIZABETH



NAPOLEON BONAPARTE



LOUISA MAY ALCOTT

Heroes

NEW GROUP ON PEDESTAL

in five U.S. cities and ended up with results that might have surprised Miss Darrah. The winners are shown below in order of popularity. Lincoln, Clara Barton (founder of the American Red Cross Society) and Louisa May Alcott (author of *Little Women*) are still there, but sports and the movies have dislodged, among others, a poet and Anne Sullivan Macy (Helen Keller's teacher). Professor Lawrence A. Averill, who came up with similar results in a poll taken two years ago, found nothing wrong with the idealization of living persons who "achieve with muscle, brawn and brain." But the choosing of movie and radio actors, he decided, was "possibly a less reassuring trend."

1950



DOUGLAS MacARTHUR



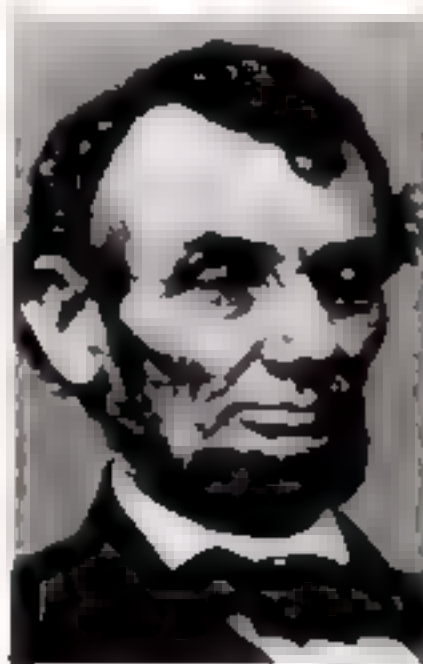
FLORENCE NIGHTINGALE



VERA-ELLEN



DORIS DAY



ABRAHAM LINCOLN



CLARA BARTON



FRANKLIN ROOSEVELT



JOE DIMAGGIO



BABE RUTH



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LOUISA MAY ALCOTT



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Get the big 8 oz. economy size of Postum... it makes up to 100 hearty cups... nearly 3 times more cups than a full pound of coffee and yet it costs much less. Yes, pocket these real savings and enjoy a delicious grain-rich drink besides!



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While lots of folks aren't bothered by caffeine in coffee—others suffer sleeplessness, nervousness, indigestion. Postum is 100% caffeine-free—contains nothing that could possibly make you nervous, spoil your sleep. Get POSTUM TODAY!

INSTANT POSTUM 100% CAFFEIN-FREE!



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STUDENTS CROWD GYM FOR ASSEMBLY

The New Jersey State Teachers College at Montclair is a good teachers' college. Its curriculum is imaginative and well taught; its graduates are much sought-after by schools; more than 50 of its faculty-written textbooks are in standard use all over the U.S., and the faculty includes four Rhodes scholars. Montclair

is not one of the colleges criticized by John William Sperry in the article which starts below. But like the colleges he mentions, Montclair is desperately short of money. Because it has repeatedly failed to get building funds from the state legislature, which voted for them as long ago as 1928 but rescinded them, Montclair

Who Teaches THEIR SCORNED AND NEGLECTED COLLEGES

I FIRST grew curious about teachers' colleges when professional educators started telling me that there are "many good ones." I had always assumed that there were many good ones, and this gratuitous assurance made me as suspicious as I would be if people went around telling me that a neighbor had "many good qualities."

The educators started telling me about the "many good teachers' colleges" shortly after I had an alarming little encounter with an English teacher. It was at a party designed to bring laymen and public school teachers together. I had gone to the party because I have three small children who before long will be depending on the public schools for their formal education. Feeling myself among the literati, and being somewhat at a loss for conversation, I asked this English teacher if she had seen a story which I had particularly enjoyed in a recent issue of *Harper's Magazine*.

"What magazine?" she said.

"*Harper's Magazine*," I repeated.

"I don't think I know that one," she replied. "What's it like?"

"It's something similar to the *Atlantic Monthly*," I said.

"The what?" she asked.

"The *Atlantic Monthly*," I repeated.

"I don't think I know that one," she said.

This fascinated me. Without being rude,

I tried to sound out the teacher on what publications and books she did know. The titles of some contemporary novels drew no glimmer of recognition, and for fear of hurting the lady's feelings, I hesitated to push the matter further. Instead I waited to ask the school superintendent the next time I saw him where his teachers got their education.

"At the state teachers' college," he said. "Why do you ask?"

"Well, I was talking to an English teacher the other day, and I got to wondering," I said. "She didn't seem to read very much. I just got to wondering who taught her English."

"You mustn't blame the teachers' college," he said. "We have to take what we can get for teachers nowadays. . . ."

He paused for a moment, and then he made that statement which I was to hear so many times.

"There are many good teachers' colleges," he said.

BY this time I had decided to have a look at these state teachers' colleges. For the next two years I carried on my private inquiry. I did not "make a survey," as the educators say, nor "conduct a study." But I did talk to a lot of people reputed to be experts in the field, and I visited teachers' colleges in many different regions to look

things over. I also read everything I could lay my hands on which dealt with teachers' education. From all this I emerged a sadder but a wiser man. I certainly do not claim to have become an expert in the field, but I have found six basic facts of teachers' education, and in the educators' world basic facts are rarer than pearls.

These six facts are:

1) There are approximately 150 so-called state teachers' colleges in the U.S., but no one can say exactly how many there are because some are trying to become liberal arts colleges, and a few are still called "normal schools." Some states have as many as 10 or 14 colleges, a few have none.

2) These teachers' colleges educate a big percentage of the elementary and secondary school teachers in the U.S.

3) On the average these teachers' colleges get much less financial support than liberal arts colleges, state universities, agricultural schools, maritime academies or almost any other kind of institution for higher learning. There apparently are no thorough, up-to-date statistical comparisons, but many "experts" claim that we spend only about half as much on the college education of a teacher as we do on the college education of other people.

4) Partly because of this lack of money, teachers' colleges as a general rule do not have faculties of as high a caliber as those in



HALLWAY IS ONLY RECREATION ROOM

must operate in a woefully inadequate plant. It was built in 1908 as a two-year normal school for 350 students. Today the same buildings, much decayed, handle 1,100 students for a full four years. There is no assembly hall; students must meet in the gym (above, left), which can jam in only 600; the cafeteria has no kitchen

—food for 1,000 daily lunches has to be hauled by truck from the other end of the campus. The only common recreation place for the students is a shabby hallway (above) furnished with a few Coke and candy machines. This year Montclair, like many other teachers' colleges, is hoping a bond issue will at last be voted through.

the Teachers?

by JOHN WILLIAM SPERRY

ARE APPALLINGLY ILL EQUIPPED FOR JOB

liberal arts colleges and universities. Professors in teachers' colleges—the men who teach the teachers—rank close to the bottom of the prestige ladder in the academic world.

5) Teachers' colleges usually do not have equipment, buildings or campuses comparable to those of liberal arts colleges and universities. Several teachers' colleges I saw look more like grammar schools than colleges.

6) Partly because of this, and partly because ambitious young people in our society commonly want to enter more lucrative fields than teaching, the teachers' colleges do not draw the cream of the high school graduates—and that is saying it in as kind a way as possible.

These six facts add up to one big one which to me is appalling: a great many of the teachers' colleges bring an inferior faculty and an inferior student body together in an inferior physical plant. And what is even more astonishing to me is that most of the people in the field take this for granted. "Of course you can't expect a teachers' college to offer the cultural opportunities that a private liberal arts college can give," one president of a teachers' college told me. And when I checked these facts of mine with a great many teachers' college people, they looked askance at me for expounding the obvious.

When I talked to professors in liberal arts colleges and universities about my opinions

of teachers' colleges, most of them took the opportunity to attack the teachers' colleges with unusual venom. They talked of low academic standards, the substitution of a mish-mash of teaching methodology for a thorough learning of anything. A typical charge was: "Teachers' colleges spend so much time teaching *how* to teach that they never get around to teaching *what* to teach." But one of the wisest of the university men—the president of one of the oldest universities in the land—had a more perceptive observation.

"Yes, the teachers' colleges are pretty poor," he said, "but don't ever forget that they have shouldered the job of training public school teachers while the liberal arts colleges and universities have neglected it. University and liberal arts college people have little right to criticize teachers' colleges for not doing well a job they themselves have hardly done at all."

ALL these facts and conflicting opinions on teachers' colleges made it difficult to reach clear conclusions. So I set out to look at teachers' colleges in the South, the Middle West, the East and the Southwest. What I saw did not make it any easier.

Last summer, for example, I paid a visit to a teachers' college in the deep South. A "workshop conference" was being held for about 200 teachers as well as student teachers. Most of the people there had taught

for years and had returned to the college to get additional academic credits. A mimeographed list of 100 phrases, under the heading of "Evaluation of Teaching," was passed around. Participants in the conference were supposed to weigh each dictum, marking each phrase "quite important," "of average importance" or "not important." The group, for instance, rated "To help children with their academic problems" as "quite important." When we came to the eighth phrase ("To avoid sarcasm or 'talking down' in your relations with children"), the dean of the teachers' college read it aloud and asked for comment. There was an uneasy silence. Apparently not a teacher present understood what the words meant.

"Come on now," the dean said, "what does 'talking down' mean?"

"Does it mean telling a pupil his mistakes?" one teacher asked.

"Does it mean arguing with the student?" inquired another.

"Maybe it means talking on the student's vocabulary level," a third suggested.

The presiding dean seemed neither surprised nor dismayed. Patiently he explained that "talking down" to someone meant condescending simplification. The teachers then solemnly agreed that the avoidance of this was "quite important."

At first I was inclined to shrug this off, until I got to know these teachers still better



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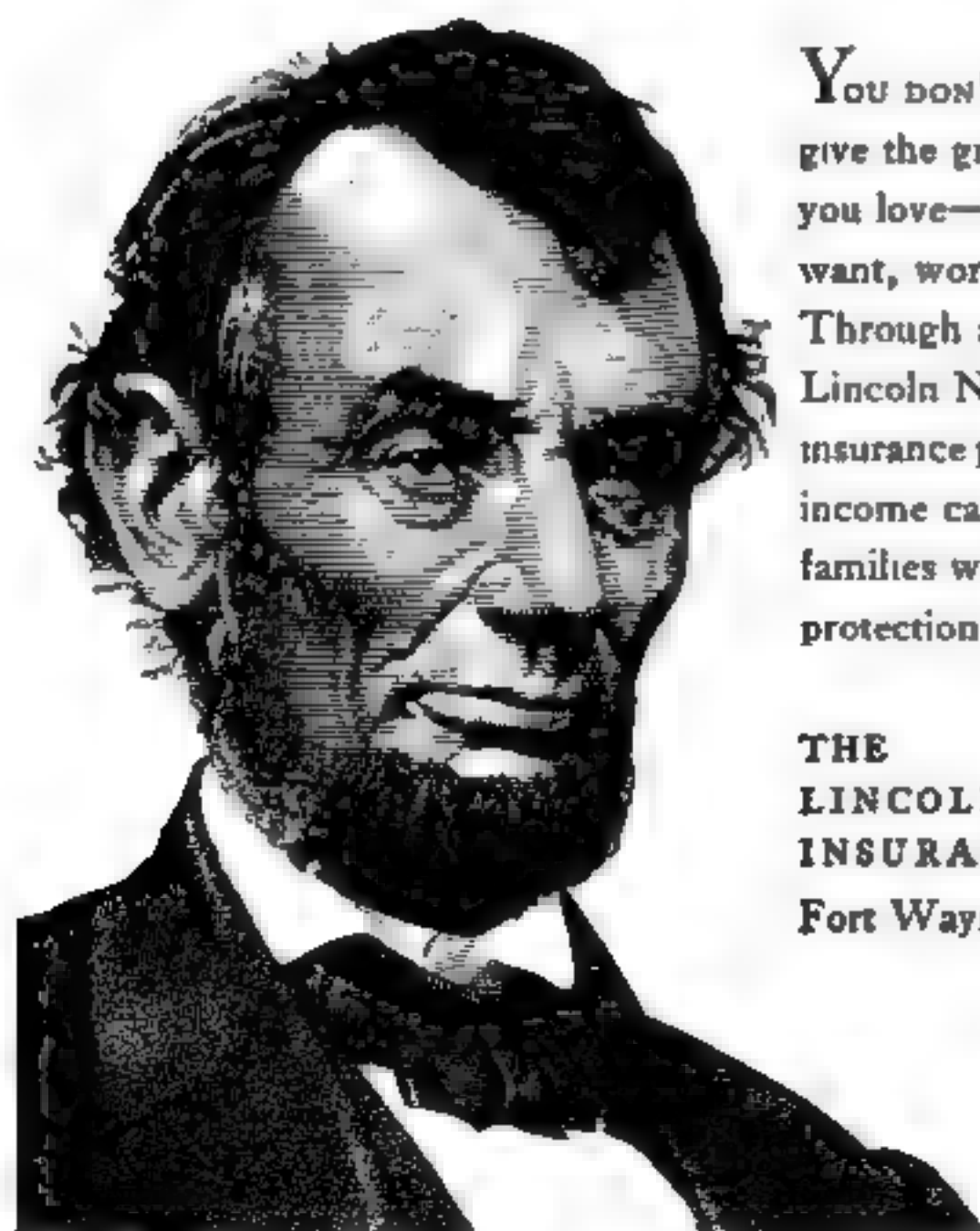
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*Its Name Indicates
Its Character*

THE AUTHOR

The author of this article is a layman and magazine writer who started to worry about teachers' colleges when he happened to visit one and realized that its graduates might one day very well be teaching his own three children. Because he is engaged in other educational projects, he has not signed his real name to this article.

TEACHING TEACHERS CONTINUED

—and the sad truth more fully. There was a special song for this workshop conference. There was nothing very heinous about the song, but for a group of adults to sing it seemed to me only slightly less amazing than for one of them to have composed it in the first place. Entitled *We're Working in the Workshop* and sung to the tune of *I've Been Working on the Railroad*, it went like this (including punctuation):

We are working in the workshop
Working all day thru—
Learning all about Democracy,
Education and Science too—
We like our Recreation,
It keeps us young and gay
When we all get together
We march and dance and play.

We're learning all about the children
How to help them work and play—
How to solve our problems daily,
Scattering sunshine along the way—
We adore our Directors—
They guide us day by day,
Relieving fear of tests and failures
Assuring us of what they say.

We are working in the workshop—
Making music all the day
Can't you hear our gangs playing
As you pass along our way
We like art appreciation—
It's fun with paint and clay,
As we mix and blend our colors
In a most artistic way.

We have chosen our committees
They are kind and true—
Ever ready to help us
Make our plans work thru
We must all work together,
In a Democratic way—
Then everyone will be happy
Making the workshop pay.

It is not kind, I know, to make fun of a song like this. But the truth is that it seems, at best, a curious thing for some 200 teachers and student teachers to sing at the morning assembly of a college. And there was another one entitled *Thanks for the Workshop*.

One might retort: This does not reflect teachers' colleges so much as the "backward" South—it must be different elsewhere. Actually the faculty and the physical plant at this college were among the best I saw. Those I visited in New England were as bad or worse.

Among the worst was a teachers' college I visited in Massachusetts. It had not a quarter of the physical resources of the Southern institution. About all it amounted to was a dingy building with large bare rooms. The president showed me all through it—including the "laboratory," which consisted of a closet with a few rock specimens, a stuffed owl and not much else. When we had finished the tour I started to sympathize with him when I suddenly realized he was proud of the place.

"What do you need here?" I said. "Do you feel you have everything?"

"No," he said. "We need a vacuum cleaner. We really do need one very badly. I keep putting one on the budget, but they keep cutting it off. . . ."

Or take a place I saw in the Middle West, for instance. At a teachers' college there—I shall call it Bryant Hill, which is not its real name—I attended a conference of professionals on teachers' education. I saw some 400 poor, tired, middle-aged teachers solemnly conduct a discussion of "desirable characteristics for a teacher." They listed, one after the other, all the human virtues and agreed that teachers should have them. Fanning their perspiring faces, they ended by taking a formal resolution that "teachers should be personally attractive." At the end of the long day these teachers and the faculty members of the teachers' college had a dinner. At the end of the dinner they started repeating slogans to each other. It took me a few moments to catch on to what they were doing, but I finally understood: they were reciting slogans in unison. The toastmaster stood up and said, "This conference here at Bryant Hill has been a rich experience. Yes sir, Bryant Hill, Conference, Rich Experience. Let's all say that together now." In chorus the audience replied, "Bryant Hill, Conference, Rich Experience."

Another chant followed. "I hope we get action out of this conference," the speaker said. "Yes, sir, Bryant Hill, Conference, Action. Let's all say that together now: Bryant Hill, Conference, Action." They all said it.

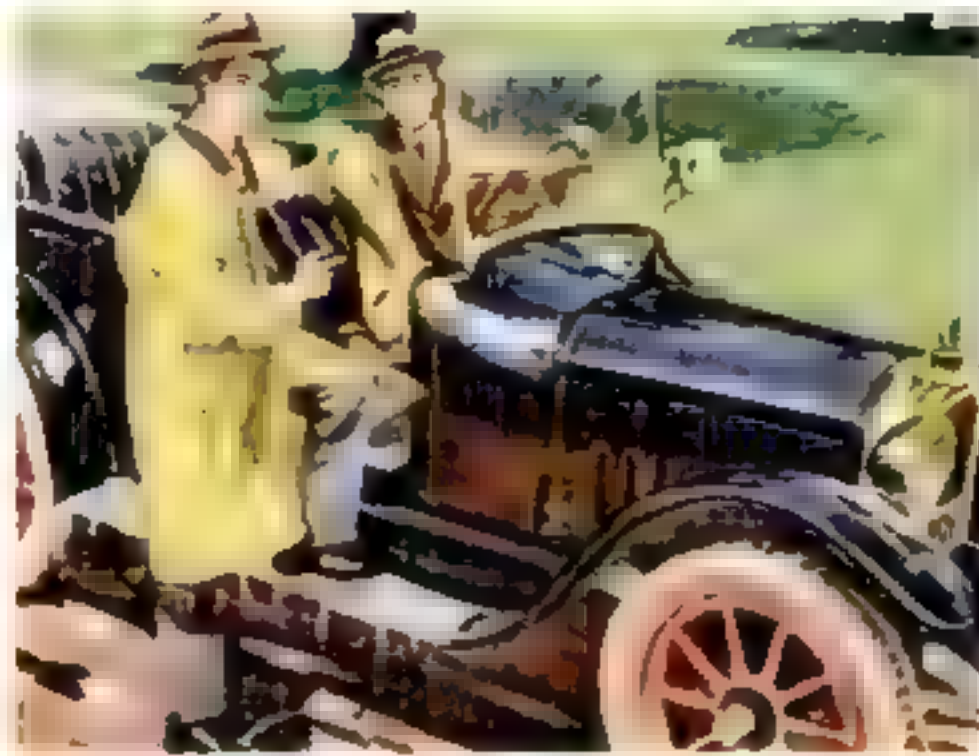
After I had talked to these people for the several days the conference lasted, I realized that they were all good, honest, painfully

CONTINUED ON PAGE 11

Did you fall for these fads?



1893 Folks went slightly haywire over the Ouija board. A fortune-telling gadget, its name meant "yes" in French and German. The answers it gave made hilarious fun for all. This fad appeared as the name Corby's celebrated a 34-year reputation for fine Canadian whiskey.



1925 Wacky fads marked the Roaring Twenties. The Charleston, raccoon coats, "jalopies", and King Tut novelties were but a few. Top craze of the day was probably the yellow slicker raincoat. Also in high regard was the name Corby's, a famed symbol for fine whiskey to Canadians.



1930 Tom Thumb golf appeared like magic, spread like wildfire. Promoters spent pennies on dyed cottonseed hulls for "grass" and made \$125,000,000. For one exciting year, it was king of fads. When this craze hit, the whiskey name Corby's was a byword for the best in Canada.



1950 Biggest clambake now is Canasta. Even television goes unwatched as Dad gets 4 red threes down, then can't meld! But even the great popularity of this craze can't match that of Corby's, the whiskey with the 91-year-old Canadian name. If you've never tried this liquor, it's time you did. Ask for Corby's ... made famous by millions of folks who wanted good whiskey at a sensible price.



Say **CORBY'S**

...a grand old name in Canada since 1859
Made in U.S.A.



86 Proof—68.4% Grain Neutral Spirits—Jas. Barclay & Co. Limited—Peoria, Illinois



"CUT-RITE" REG. U.S. PAT. OFF.

...waxed all the way through

You'll get compliments on Monday when you serve the rest of Sunday's roast and vegetables . . . if you wrap what's left in Cut-Rite. Waxed-through Cut-Rite helps to keep out flavor-stealing air—you can be *sure* of saving that fine, fresh flavor for other delicious meals!

...folds, twists without splitting

Cheese or grapefruit, cucumber or melon! They won't dry out and lose their flavor! Just wrap them in *extra-heavy* Cut-Rite! Save space, too. Small things, Cut-Rite protected, can be tucked in icebox corners. Cut-Rite is wonderfully pliable, doesn't tear or split even when you twist it.

...cutting edge—tears easily

Not a speck of waste to Cut-Rite! That famous cutting edge tears evenly . . . always! Keep it within easy reach on your kitchen shelf for saving expensive food, for making fresher-keeping sandwiches. Today—most women choose it . . . love to use it. A Scott Paper Product.

If you want to be sure-wrap it in Cut-Rite



TINY SHOWER ROOM at Montclair is in cellar under the gym and has only five shower nozzles to serve 500 male students. In spite of these poor facilities, Montclair manages to give a good two-year course in physical education.

TEACHING TEACHERS CONTINUED

sincere people. It is wrong to make fun of people like that—but those slogans! The minds and mouths repeating those slogans are licensed to teach our children how to think and communicate with one another!

Since the examples I have given largely involve adult teachers in summer courses, it might be hoped that the young student teachers are getting different and better instruction. It is probably true that the adult teachers reflect the weaknesses of the education they received in another generation. But I find it difficult to forget some of the classes which are being conducted now.

Take, for example, another New England institution I visited. I sat in on an English literature class which I find myself remembering when I hear it charged that Americans prefer movies, comics and almost anything to books. The teacher in this class was a tired woman of about 50, with heavy black eyebrows and a nasal voice—an unfortunate personality. For an hour she leafed through a collection of verse and commented on the titles in a dry monotone. She reached the conclusion that John Masefield loved the sea, and said she liked Robert Frost because there was "none of that faldral about him—you wouldn't know his stuff was poetry if you didn't see it printed with capital letters." She read none of the poems, gave no background and in general carried on throughout the hour like a radio sports commentator filling in the silence at an eventless game. After the class was over several of the students asked me what I thought of it. I was somewhat embarrassed, for I did not want to criticize the faculty to the students. When I avoided the question one of the students laughed and said, "We know—she's terrible. It's a waste of time. . . ."

A history class in that institution was little better. It was the last one before an examination, and it rapidly turned into a bull session. This, better than a formal class, shed light on the obscure kind of thinking that prevailed. The discussions began with a student remarking, "I'd like to ask how we happened to get into the Second World War." A heated debate followed. "I think Big Business started the war," one student said. "No, it was propaganda more than anything else," another answered. "Why didn't we go in with the Germans? It would have been less expensive because they were more powerful." And then the instructor said, "I don't know—I don't know if anybody could answer that question." The students showed no surprise at this, but one volunteered, "It was because we have a democracy and we wouldn't back a dictator." A student who up to then had not been heard from said, "But the English don't have a democracy—they have a king." The teacher explained the English constitutional monarchy. Then the bell rang. When the students had left the teacher told me that in his opinion they were an inferior lot, that there were only about 10 bright

CONTINUED ON NEXT PAGE

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E. T. Anderson, General Passenger Traffic Manager, Santa Fe System Lines, Chicago 4

students in the place. He was wholly unself-conscious over his own failure to answer why we had not fought on Germany's side. But when I got to know him better I found it increasingly hard to criticize him. He had to serve as athletic director and as teacher of education as well as a history instructor. He had to live alone in a dreary furnished room because he was paid so little that his wife had to work, and she could not get a job in the same town. When I suggested that we have a drink together he said all right, if I would buy the liquor—he might get in trouble if anybody saw him going into a package store. He had already had one narrow escape when the mothers of some of the student teachers had called a meeting to discuss the fact that he smoked. He had to be careful. As I listened to him talk, I felt more than a little pained. A married man about 30 years old, living alone in a furnished room, afraid to drink, defiantly smoking and working at least 12 hours a day: he was the trainer of our public school teachers. He deserves our gratitude; yet how I hope that none of his pupils will be teaching my children history!

The more cases of this kind of thing I saw, the more I realized that fundamentally the teachers' college people are not really at fault. If a job on the faculty of a teachers' college pays so little and is surrounded by so many harassments, whom can we expect to take it? And if the job of a public school teacher pays so little and in turn is surrounded by so many harassments, whom can we expect to go to the teachers' colleges to prepare to be teachers?

The teachers' colleges and the public schools cannot compete with business, law, medicine or any of a thousand occupations for top faculty members or students. A graphic illustration of the complete reverse of this situation is found, however, in teachers' colleges for Negroes. Because Negroes still have fewer business opportunities than white people, they are sending many of their highest caliber people into teaching. I visited a little teachers' college for Negroes in the deep South. The president, a tall, distinguished-looking man, greeted me in his office, which was triangularly shaped and about the size of a bathroom. He didn't apologize for the office; he had other things on his mind. With infectious enthusiasm he discussed his program for training teachers. He himself had originally been trained as an engineer, and if he had been a white man he probably would have been a very successful engineer. But he had turned to heading a small teachers' college, and his people will undoubtedly benefit from it. He introduced me to some of his faculty. One of the Negro professors had attended the University of London. I sat in on a geography class he was giving, and there was not a boring moment. I had never been very interested in geography, but in that one hour I became interested in the relationships between soil, climate and human culture. And his pupils were interested too—and because of that I do not see how they can fail to be good geography teachers. This experience and the conversations I had with many white and Negro educators afterwards left me with the conviction that many of the best teachers being trained today are Negroes.

Weary acquiescence in inferiority

A CONVERSATION with the dean of a teachers' college for white people in the West was quite different. I met him as he was walking from a history class to his office. He was dressed in a brown and tan sport shirt, plum-colored trousers and high-heeled cowboy boots. In place of enthusiasm there was the old depression. Sure, his faculty members were inferior, and his students were poorer, he said. But his chief worry was competing for high school graduates with the other colleges in his state. He had a big building program on, and if his college was going to keep on getting more money, it was going to have to get more students, and there just were not enough students to go around. To attract students, his college invites high school pupils to "art festivals, track meets and basketball tournaments." The purpose is "just to get them on the campus and show them what we have." The dean went on, "We also have a scholastic meet. The students compete in typewriting, shorthand, one-act plays, American history, English and American literature and the original interpretation of poetry. We figure that the basketball tournament will bring the good high school athletes to us, and the scholastic meet will bring us the good scholars." I could only think that I would like to see "a competition" in "the original interpretation of poetry." And I wondered how many intelligent high school seniors are "sold" on going to that teachers' college by the scholastic meet.

Of course, as the educators say, there are also many good teachers' colleges. I saw some good teachers' colleges, and even in the poor ones I met a few dedicated, highly intelligent men and women, both

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TEACHING TEACHERS CONTINUED

among the faculty and the students. But what is most alarming is not only the number of tragically poor colleges—but also the blandness with which their preponderance is taken for granted.

A fair question is: how many of the state teachers' colleges are like those I described here? The answer is: I do not know, I do not think anybody knows. To find out, it would be necessary to visit every one of them and to spend some time sitting in the classes and talking to students and faculty at each. I do know, however, that even if the examples cited here were the only ones of their kind, they are tragic, for those institutions I visited are licensing thousands of teachers. Nor are they, in simple fact, the only ones of their kind. Some of the colleges I visited were selected because I had been told by the "experts" they were poor—but others I visited because I had been told they were good. All were distinctly inferior to every liberal arts college or university I have ever seen.

All this should not be very surprising. Ignored by the public, scorned by the universities and liberal arts colleges, they have done the best they could. Ever since the normal schools were imported from Europe 111 years ago, they have had the stamp of academic inferiority upon them; in Europe they had been generally designed to prepare the teachers for the poor, while teachers for the ruling classes were prepared in the liberal arts colleges and universities. The stigma has persisted.

America is no place for such a tradition to be continued. The American public schools have been one of the greatest social triumphs in history, and it is time our teacher-training institutions caught up with them. But unless the public realizes how subnormal the "normal" colleges are, they cannot do much about it.

There is plenty that can be done about it. Perhaps the first step would be to conduct a really thorough study of teachers' education. I think such a study should be done by laymen, with the help of teachers' college, liberal arts college and university men. Without laymen, the educators will concentrate mostly on defending themselves from each other.

Studies, it is true, are a dime a dozen; but a good one could point the way to many explicit, urgently needed changes. We should start giving the teachers' colleges at least as much money to spend per pupil as we give the liberal arts colleges, universities, maritime academies and agricultural colleges. It would be a sound idea to establish one really good teachers' college in each state or even one in each region; for it might be cheaper to support 48, or less, good, big teachers' colleges than it is to keep about 150 smaller ones going. It is probably also time for the great universities and liberal arts colleges to contribute more toward the great American goal of public education and help the teachers' colleges more instead of scorning them. It will take a very honest and thorough study to decide precisely what must be done. But somebody better start doing something. As things stand now, the teachers being trained to instruct your children and mine are getting the worst college education of all.

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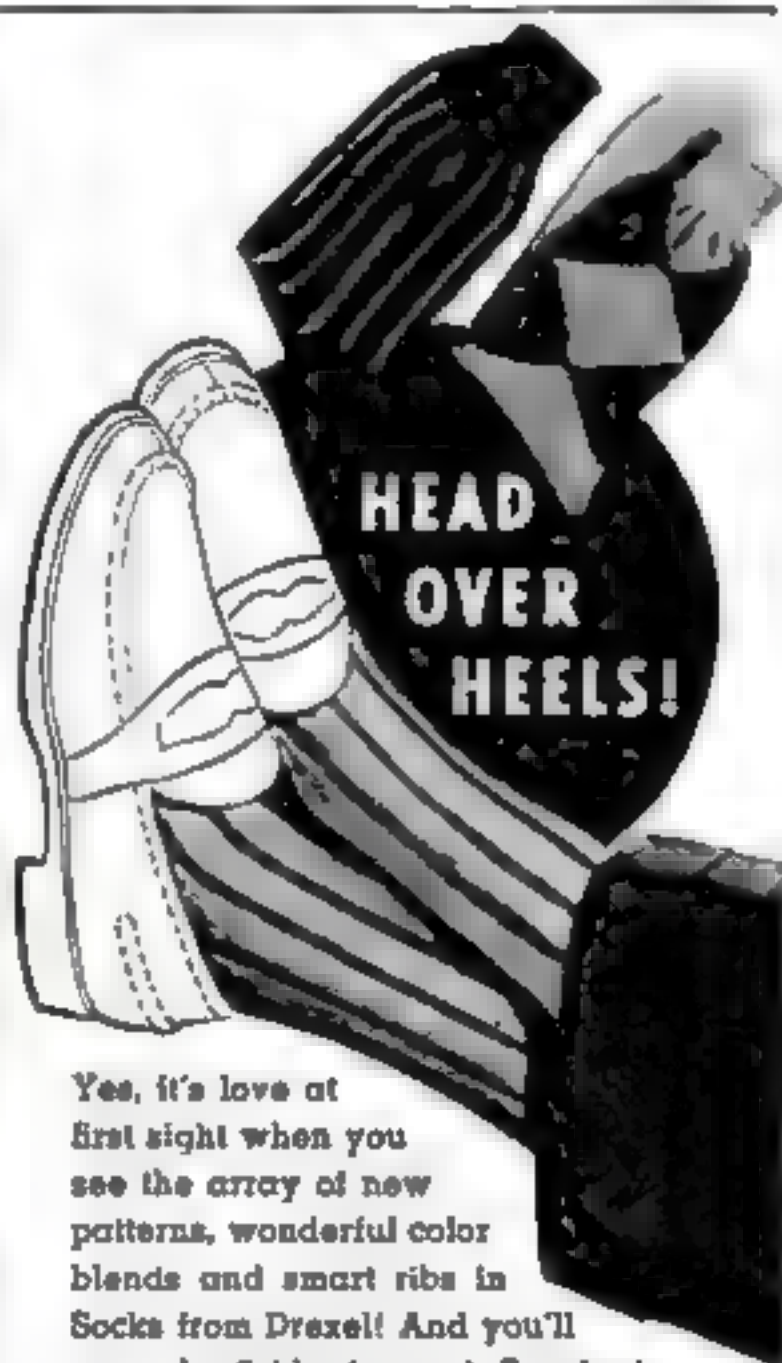
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refused to compromise until we had a drive that would do all the things we believe an ideal automatic drive should do. Now we have it, and I sincerely believe it is as fine a drive as engineering knows how to build today." Once you yourself try this new automatic drive you will agree it was worth waiting for

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Ford's is not the first automatic transmission. But neither is it the first automatic transmission to be developed by Ford engineers. *Far from it!*

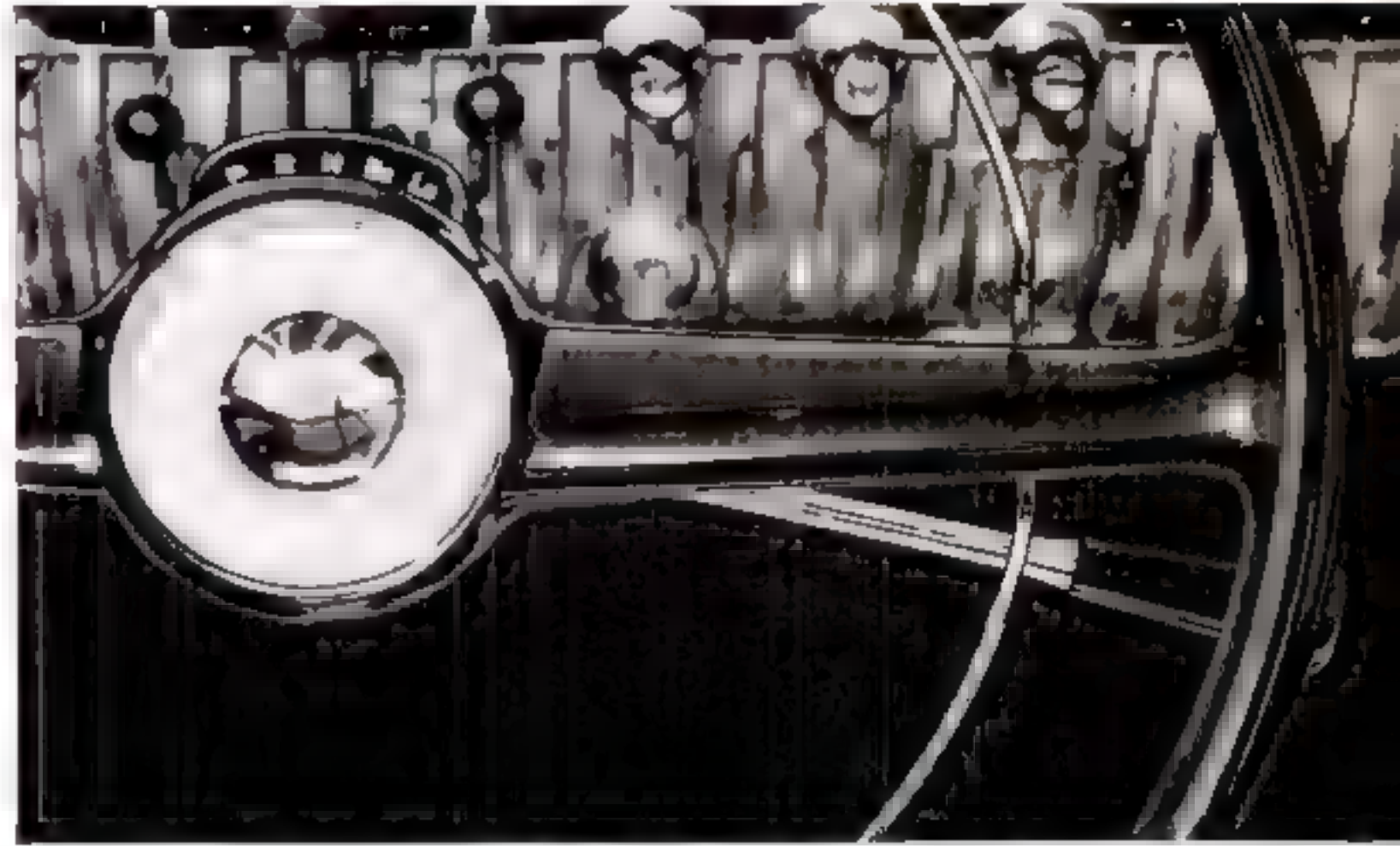
During the past decade, Ford Motor Company's engineers have experimented with every known principle of automatic transmissions and have built dozens of them. One by one, these experimental drives were found lacking. In some there was too much loss of power. Some were extravagant with gas. Jerkiness, slipping, or excess heat ruled out others. Not one satisfied *every* Ford requirement.

In the end Ford found the answer. A unique and ingenious combination of various proven principles, achieved by Ford engineers working along with Borg-Warner experts, has resulted in an automatic drive which may well create a "revolution beneath the floor boards!"

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You'll appreciate so many of the *good* things this new transmission does: the unbelievable smoothness of its operation, the sureness and certainty of its response, the wonderful way that it "thinks and acts for you." And among these good things are the things it *doesn't* do—such as stalling at stops—jerking you back and forth in heavy traffic, or lagging just when you want that extra burst of power—the things that have kept many a motorist loyal to the old style shift.

Yes, truly, this new transmission puts new meaning into "driving pleasure"—and ushers in a new era of comfort, ease, safety, and *enjoyment*. And it serves as one more illustration of the "Ford idea"—to build the best possible products, in the best possible way, for the benefit of all.



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IN TRAFFIC—that's where you notice more of the big advantages of this great new drive. No jerking or stalling—no annoying engine roar or excess heat. And when you stop—even on a steep hill—there's a special parking position "P" on the selector dial which locks your wheels fast to the road.

The groom was 7 years late

How a Woodbury Deb lost and found her man

Pat Burrage and Bob Young first met on a blind date. He was stationed at an air base in Texas near Pat's home.

Bob was so captivated by Pat and her dazzling Woodbury complexion, he immediately made a date for the following day. But that very night, Bob shipped out without notice...and without Pat's address!

Seven years later in New York, Pat was a famous photographer's model. A friend kept burbling to Pat about a wonderful young man she wanted her to meet.

Finally, Pat agreed—and a date was arranged. Here's what happened:



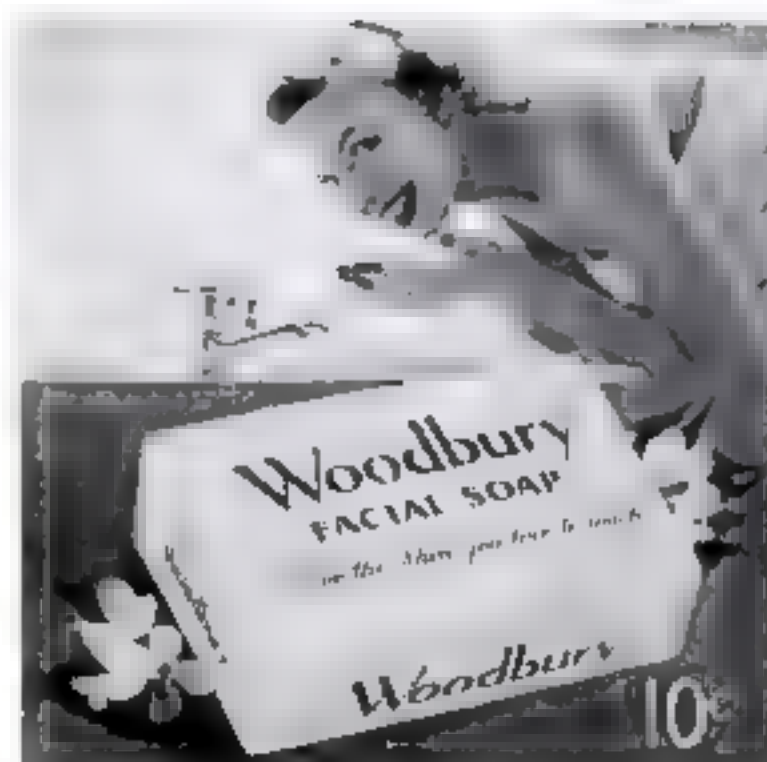
IT WAS BOB YOUNG—7 years late for their second date. He had carried the memory of her sparkling face all those years. And Pat was thankful for her Woodbury Facial Soap, with its rich beauty-cream ingredient.



SEVEN YEARS didn't change Pat's fresh young glow. Sensitive skin like hers might become cloudy from a drying soap. But Woodbury has a precious softening oil intended to help replace the natural oils you wash away.



IN SIX WEEKS, Pat became a bride. She's still a model, and still depends on Woodbury to keep her complexion "camera perfect". Woodbury skin specialists make Woodbury more than a soap...it's a skin-smoother, too!



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INTENCING CLASS: At Gulf Park, only two fencers can be in a foil at once. College girls practice various styles and parries under the instruction of their coaches.

Gulf Park By-the-Sea

A JUNIOR COLLEGE TEACHES ITS GIRLS
TO BE FEMININE RATHER THAN FEMINIST

WHEN I wrote, 20 years ago, the junior college Gulf Park By-the-Sea, I was struck on the subject of women's education. It would not, like some women's colleges, concentrate on grinding out intellectual giants, neither would it give the vocational ball by the tail and turn out child psychologists and professional mothers. Instead it would try to preserve the virtues of the old-fashioned finishing school and turn out nice young ladies—much like its counterpart, the old Victorian seminary.

On Gulf Park's lush campus at Long Beach, Miss., in an atmosphere of Cape jasmine and magnolias, 237 girls are now becoming lithe and tanned,

impeccably dressed and extremely polite. Some are taking a straight academic program—English, history, math and French—with an eye on moving on to a better institution. But a good many are settling for two years of the one required academic course—English—two required courses in physical training (a lot of tennis, sailing, water skiing and 17 other sports) and some optional work—like Spanish and Science, Foods, Varsity Advanced Clothing. They will leave Gulf Park well fitted to the niceties of everyday living and prepared for the married state which 90% of them (compared to the 70% national college woman's average) will some day enter.

CONTINUED ON NEXT PAGE



UNDER A HUGE LIVE OAK which forms an outdoor classroom the girls of Guil Park's student body hear an address by new president, Charles Pinckney

Hogarth (on platform in tree) Here the girls wear simple dresses required for class. For athletics they wear shorts. Blue jeans are forbidden except at Hackberry



He'll be college weekend camp. Other rules they must follow: no gum chewing, no smoking except in designated places with parents' written permission, do not

leave campus alone, no date with sex not on the school's "safe list." I make him a list of restrictions on a day he goes away and for letters of recommendation.

CONTINUED ON NEXT PAGE



ART CLASS gets to work to paint a portrait of the 20 wing near the studio. The course is to be completed in the next few days as well as in painting.



SUNBATHERS are permitted to camp out in the open air every day at 1:10 p.m. The average Gulf Park worker in the last few months is a day.



WEEKENDERS, up at the college's Hickory Hill for a change of scene, paddle in the bayous. Girls think "The Hawk" is far out a poor substitute for boys.



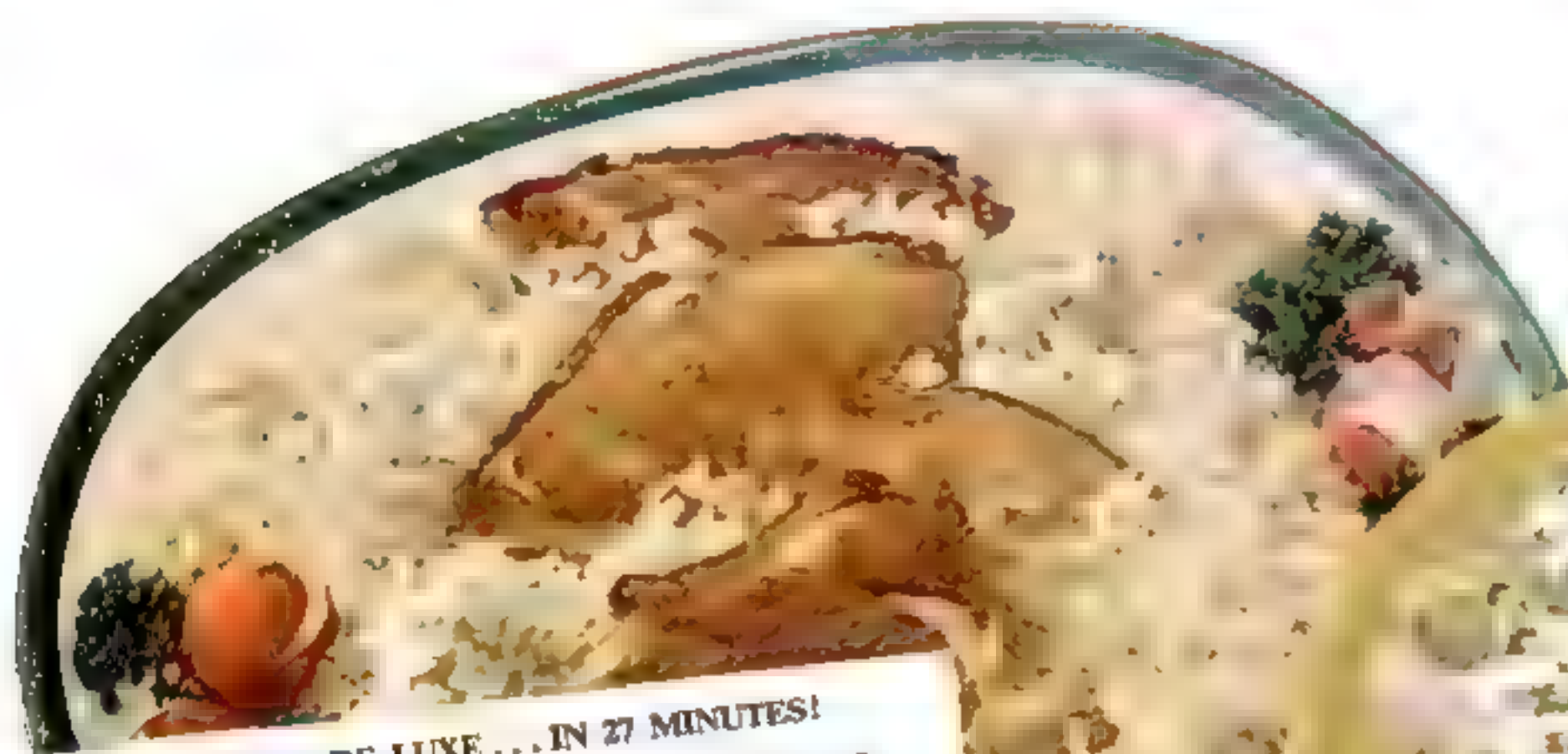
WATER BALL is staged twice a year by the college's best swimmers in the open-air pool on the campus. Badet also puts on a show at a nearby lake pool.



CATCHING CRABS to cook in their rumee. opomas course, three pretty girls squeal as they bag a hard-shell. Course traces them to cook every day things like

turkey and Southern fried chicken. emphasis on part food like pralines, dry nites and baked Alaska and breads then in use. trace nos like the automatic dishwasher

Oh how quick! Oh how slick!



DINNER DE LUXE... IN 27 MINUTES!

Ham Steak Special. Here's a hurry-up dinner with a wonderful flavor surprise. Brown 1-pound slice ready-to-eat ham in hot skillet. Remove from skillet, keep warm. Sauté ½ cup chopped onion and ½ cup diced celery in skillet for 2 minutes. Add 1 package (1½ cups) Minute Rice, 1½ cups bouillon. * Bring quickly to boil, uncovered. Simmer 2 minutes. Cover and remove from heat. Let stand 10 minutes. Add ham. Serves 4. The surprise? Just taste that rice! Pre-cooked Minute Rice absorbs the zesty blend of flavors—a new delight that only Minute Rice can give you!

*Dissolve 1½ teaspoons B-V meat paste in 1½ cups hot water.

SHOW-OFF TREAT... IN 19 MINUTES!

Celery Rice. Serve it alone, or with turkey or with meat. This glorious Minute Rice dish takes the place of potatoes and a green vegetable, takes less trouble, and tastes like heaven! Combine in saucepan 1 package (1½ cups) Minute Rice, 1½ cups water, ½ teaspoon salt, 1 tablespoon chopped parsley, and 1 cup sliced celery (Pascal celery is especially colorful). Bring quickly to boil, uncovered. Cover and remove from heat. Let stand 10 minutes. Top with 2 tablespoons butter and 2 tablespoons diced pimiento. Serves 4 or 5.

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Minute Rice is fancy long-grained rice—*pre-cooked* by a patented process. You dump it in water, bring to a boil. No other cooking's needed. Keep this amazing Minute Brand product on hand, and serve real glamorous rice dishes often!



SUPPER PLATE SPECIAL... IN 13 MINUTES!

Rice 'n Gravy Quikie. Two short cuts in one wonderful dish! Prepare Minute Rice as directed on the package—so easy! While the rice is sitting on the back of the stove, prepare this quick, delicious gravy and serve it with the rice. **Wilson's B-V gravy:** Melt 2 tablespoons fat in saucepan. Blend in 2 tablespoons flour. Add 1 cup liquid (water, milk, or vegetable water) gradually and cook over low heat until thickened, stirring constantly. Dissolve 1 teaspoon of Wilson's B-V meat paste in small amount of the mixture and add to gravy. Makes 1 cup.

LUNCH DELISH... IN 27 MINUTES!

Rice Milanese. Egg and tomato, cheese and *perfect* tender rice! Here's a wonderful combination of favorite flavors in one of those speedy dishes only Minute Rice can give you. Sauté ½ cup chopped green pepper and 2 tablespoons chopped onion in 3 tablespoons butter in saucepan. Add 1 package (1½ cups) Minute Rice, 1½ cups water, ½ teaspoon salt. Bring quickly to boil, uncovered. Cover and remove from heat. Let stand 10 minutes. Add 2 hard-cooked eggs, diced, and ½ cup grated Cheddar cheese. Top with 2 cups tomato sauce and ½ cup grated cheese. Serves 5.

For perfect rice
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PARENTS OF CHAPPAQUA, N.Y. CHILDREN FILL SCHOOL AUDITORIUM FOR FIRST FALL MEETING OF PARENT-TEACHER ASSOCIATION

The Parents Go To Work

A DETERMINED GROUP TACKLES SCHOOL PROBLEMS

by ALBERT L. FURTH

ONE day not long ago I began to feel discouraged because we were not making much speed in solving certain educational problems in our schools at Chappaqua, a suburb of New York City. It was a year since we had set up a list of essential questions to be studied, and yet we did not have the answer to even one. While I was moping about this, something reminded me of a passage I had found months ago in a book, *Liberal Education*, by Mark Van Doren. I looked it up again, and it made me feel better. It's a quotation, as follows:

"There are doubts concerning the business [of education] since all people do not agree in those things which they would have a child taught, both with respect to improvement in virtue and a happy life; nor is it clear whether the object of it should be to improve the reason or rectify the morals. From the present mode of education we cannot determine with certainty to which men incline, whether to instruct a child in what will be useful to him in life, or what tends to virtue, or what is excellent; for all these things have their separate defenders."

Counselor for patience

THE place of that statement was Athens; the author was Aristotle, and the time was about 300 years before the birth of Christ. Reading this quotation again eased my impatience, and I commend it to others who are grappling for the first time with the affairs of their public schools.

It is no longer debatable that we, as lay

citizens, must take an active interest in public education. Just about everyone realizes, now, that we can have the kind of schools we demand, and that's the kind we deserve. Citizen support, however, usually is dramatized in terms of plant and administration. We hear of how a public-spirited group in such-and-such a community rescued its school from hack politicians, or bulled through a bond issue for a badly needed building, or ousted a lethargic school board or won decent salaries for teachers. In such situations the layman is effective from the start because he feels at home. The issues are tangible and the objective plain. But what of the day when the good citizen gets his school plant and personnel up to high standard? That is the moment when his job has really begun. For then he must concern himself with what is being taught, and how and why.

Too often the layman is reluctant to tackle the professional issues of an educational program. His reticence is wrong, for he has the right and obligation to second-guess his superintendent of schools as well as his Secretary of Defense. This isn't easy; it's harder than analyzing tax structure and cafeteria costs and personnel policies, and the mere jargon of the professional educator is enough to dismay the most diligent. But before we can know what to demand, we must first understand what our schools are trying to do, and then figure out a) if we agree on the objective, and b) if the school's approach to that objective makes sense.

My own experience happens to have been in Chappaqua (pop. 3,100, 30 miles from

New York). Here in the past three years we have gone through the first of the two phases of citizen participation and have just started on the second.

We learned our first important lesson from failure. It was in the spring of 1948 that our Board of Education proposed a bond issue of \$1,400,000 for a new elementary school. Our smallest youngsters were packed into three substandard buildings, and the first few grades were on half-day sessions. To our school authorities the need was so stark it scarcely needed belaboring. That assumption was a fatal error. Chappaqua, like many semirural towns, was divided economically and socially between the old residents and the new. The first, the local folk, include merchants, town officials and employees, artisans, retired people. The second are the commuters, who, I suppose characteristically, make more money and have more young children. Most of them moved to Chappaqua from New York City because of the high reputation of the schools, and they are quite prepared to pay the taxes necessary to maintain and improve those school standards.

Carpetbagger vs. reactionary

FOLLOWING the line dividing those groups, what began as a calm, serious measure of civic improvement fast flared into a furious controversy. To many of the old-timers the advocates of the new "million dollar" school were rich carpetbaggers bringing with them their crass city notions, tiny suburban standards and a sublime indifference

to the tax rates they forced on the earlier settlers. To the most zealous newcomers their opponents were simply reactionaries, bartering the future of children for a mess of tax pottage. Despite the school board's earnest publicity efforts, the public was left shy on facts. Rumors of fantastic cost to taxpayers ran riot. On election day, June 1948, the measure was voted down.

As I said, we learned from that experience. The situation was allowed to cool during the summer. Then, quietly, a new nonpartisan citizens' committee grouped itself around two lawyers, a management engineer, a personnel director, an architect and an editor (myself). This committee went to the school board and said, "Let's start over. Let's study the project until there's no question we can't answer. Then we'll see how the community reacts to it."

With the school authorities' glad cooperation, the committee fell to work—reviewing classroom needs, surveying neighboring schools, making tax and bond studies, scanning architects' plans. We wrote our report with firm facts and scrupulous conciliation. We turned it into a mimeographed pamphlet and distributed "preview" copies to leading citizens, including known opponents of the new school. A number of the latter responded by signing up as sponsors of the project. And in the election that followed, in November 1948, the bond issue won handily.

This adventure did more than produce the new school (still far from completion, but visible). First, it educated a large number of people in their school's functions and needs, while also impressing the school authorities with the great potential inherent in citizen participation. Second, it impressed on all of us the wisdom of avoiding grand catchwords (e.g., progressive vs. reactionary) and working only with reason and facts whenever we talked or fought about education.

Catchwords become booby traps

THIS leads to the second chapter of citizen action in Chappaqua, and here again catchwords proved to be booby traps. Through the PTA a forum was staged last fall to examine the educational rationale of our Horace Greeley High School—to stimulate community thinking about its school's proper functions. This was peculiarly difficult because ours is one of those schools that most judges consider exceptionally good, with a truly distinguished administration and faculty. But preliminary talks with teachers and parents and nonparents revealed a lot of anxious reflection on two eternal questions: "Whom are we trying to educate—and for what?" and "What do we mean by education?"

As one of the participants in the forum I quickly learned to put both of these broad questions to one side and work up to them by way of the specific—the specific in terms of our own school. For I had discovered that if we began our discussions by grappling with abstract principles, in 15 minutes we were up to our armpits in theoretical quicksand. In four weeks of preparation I encountered fully 50 definitions of education, and among them was not one with which any reasonable person could disagree. The disagreement emerges only in the individual's interpretation of the noble words.

Let me illustrate this important point. No one would deny that one of the first aims of education is to prepare the youth to be a good citizen. We may agree on that and still be nowhere. To one man citizenship training means taking field trips to the county hospital, learning how to get someone nominated for office, studying community projects in beautifying the streets, participating in student self-government—all accenting *experience*. To another man the same "training for citi-



THE AUTHOR

ALBERT L. FURTH

A product of California's public schools and state university, Albert L. Furth was a novice in local school affairs until three years ago. This year he was elected to the Chappaqua school board. He is the executive editor of FORTUNE.

zenship" means not experience but *appreciation*—and he will quote Sir Richard Livingstone in making literature and history the two most important subjects: "literature, where all the visions of men are recorded; and history, where, behind the confusion of unceasing movement, the human spirit can be discerned weaving, painfully and uncertainly, a coherent design."

Similar conflicts are hidden below the glossy surface of other so-called objectives of education—phrases like "developing the right attitudes toward life and living" or, simply, the "good life." To one man the phrase "the good life" implies what modern educators call "educating the whole child," with courses in everything from family relationships and consumer education to personal grooming and automobile driving. To another man, on the other hand, the best route to the good life is to instill in the student understanding of the best things that have been done, thought and written in the world—an understanding of how the human race got to be the way it is.

Take another illustration: such an innocent statement as "education should be a happy experience." Who can say no? Certainly the humanness of modern teaching methods and the respect for individual personality are reasons for rejoicing. But some people identify "happiness" in the classroom with all the foibles of "progressive" schooling, and they retch at the sound of the word.

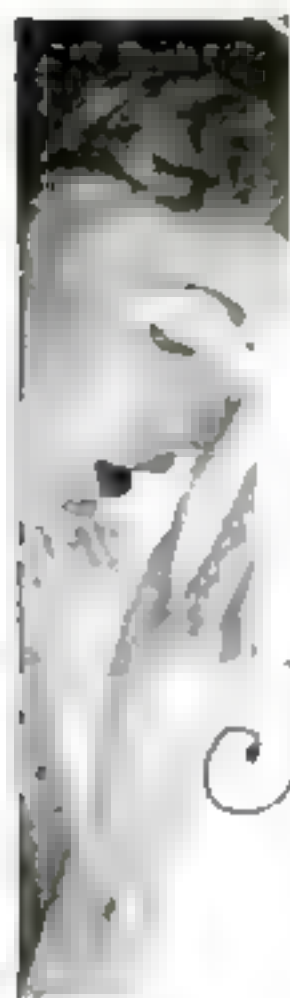
The examples are endless and the point is plain: there is little comfort or clarity in the whole array of doubletalking words from "integrated" and "traditional" to "functional" and "fundamental." In trying to diagnose our educational program, we'd do well to leave the books aside at first and start from the specific, if only to establish a common language.

It is in this spirit that we have now begun to look at our own school. At Horace Greeley High each year about 90 boys and girls enter the ninth grade, or freshman class, and about 50 graduate. Of the 50-odd graduates, 65% to 70%—and even more—go on to college. This summer the figures were extraordinary: 74% of the graduating class was admitted to four-year colleges; another 17% was admitted to junior colleges—a total of 91%.

If admittance to college is our only standard, obviously we are doing fine in Chappaqua. Some of us, however, have other questions:

1) Is college preparation the same as education, or may it be merely a special form of vocational training to get youngsters past the admissions officer?

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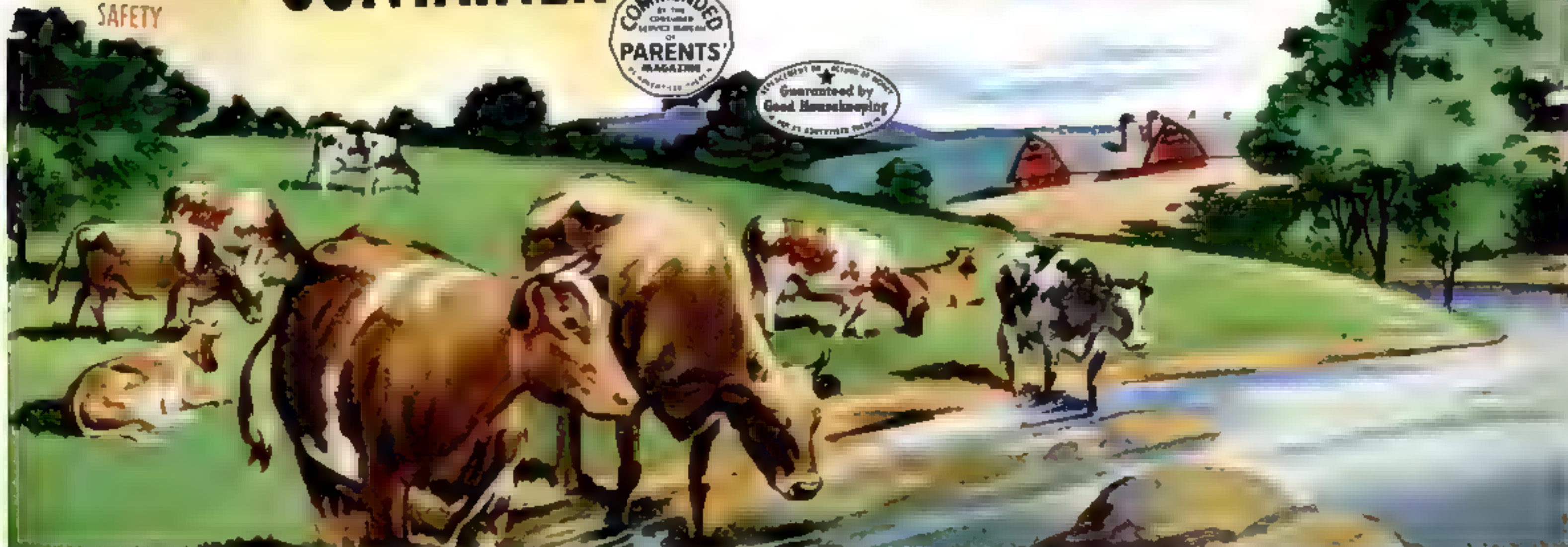


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SEE THIS MODERN PURE-PAK MILK CONTAINER ON "HOMEMAKERS' EXCHANGE," CBS TELEVISION NETWORK, TUESDAY AFTERNOONS!



THE TWO SHIFTS of children who attend overcrowded King Street school pass each other at noon as the morning groups make room for afternoon pupils.

PARENTS GO TO WORK CONTINUED

2) Did the students not going to college receive the best possible foundation for their careers?

These questions define a controversy applicable to many communities besides Chappaqua—and one that can be debated in concrete terms. One side of the argument runs like this:

"Horace Greeley High is dominated by a 'college prep' influence. Its entire tone and tempo are strained toward getting the youngsters into the colleges they want, against the stiff competition of the metropolitan area. The effect is unhealthy. In the first place, it works an injustice on the noncollege minority—a considerable minority if one includes the 'dropouts' from the freshman class. Most of these rate below the college group in scholastic aptitude and have less interest in strictly academic pursuits although their intelligence may be high and their other aptitudes numerous. Yet our curriculum makes no provision for them beyond a few elective courses in 'shop,' home economics, typing and shorthand. Even these are poorly patronized, for the social pressures generated by the college regime are potent: often a girl will struggle desperately through third-year Latin to stay with her friends rather than enter the homemaking course and thereby place herself beyond the pale. Usually this is at the student's own insistence, but sometimes the pressure comes from parents who are deeply offended by the suggestion that their child is not college material. In the second place, the school is also failing, ironically, the highly gifted student. Since all are grouped in the same classes, the teacher is forced to set a pace too fast for the slow intellect and too slow for the fast. While the slower student finds himself in a perpetual doghouse of boredom and bad grades, the gifted one never has his mental apparatus stretched. On both accounts the community has been cheated."

Educational bankruptcy?

OUR local school principals and most of our faculty apparently subscribe to that argument; and, to judge from the educational press, so do most public-school men. But there is a contrary view, which goes like this:

"Snobbery in our school is intolerable, but let's not get that problem mixed up with education. What we have just heard is a confession of educational bankruptcy. The distinction between 'college prep' and 'noncollege prep' is both arbitrary and artificial. The tried and true education needed by all (call it 'classical' if you insist) is the study of man's progress through history, and the implantation of spiritual and moral standards by which the learner can live in the contemporary world. Granted that not every student has the same abilities and capacities, some, maybe one third, are what the schoolmen call 'nonverbal' (meaning they do not learn easily by reading). That's a problem for the teaching profession to solve, by finding means for reaching the slow group. What could be more undemocratic than to deprive some students of a solid education by shunting them off to shop courses? As for vocational training, more and more employers are showing a preference for candidates who have the breadth and adaptability gained from a liberal education. So if the schoolmen mean business by their slogan 'Education for all American youth'—and not 'half education for some'—let them deliver." (An eloquent statement of this view is made by Mortimer Smith, a layman who served on his school board, in his book *And Madly Teach*, published by Henry Regnery Co., 1949.)

The recital of this controversy highlights one of the problems

CONTINUED ON NEXT PAGE



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STAR-KIST TUNA MACARONI LOAF

(serves six—17¢ a serving)

- 1½ cups evaporated milk
- ½ cup water
- 1½ cups grated American cheese
- 2½ tablespoons butter or margarine
- 1½ cups soft bread crumbs
- ½ cup finely cut onion
- 1 No. ½ can Star-Kist Tuna (Fancy Solid Pack or Chunk Style)
- ½ cup finely cut pimiento
- 1 teaspoon salt
- ½ teaspoon pepper
- 3 eggs
- 2 cups cooked, drained, macaroni

Combine milk, water, cheese and butter, and heat to boiling; simmer and stir until cheese melts. Remove from heat and mix in crumbs, onion, pimiento, tuna, salt

and pepper. Stir macaroni and lightly beaten eggs into tuna mixture. Turn into greased loaf pan (7½" x 3½" x 2½") and bake at 350° F. about 1½ hours or until firm. Turn out and cut into slices to serve. (If glass loaf pan is used, bake at 325° F.) Serves 6.

GUARANTEE: If you don't agree Star-Kist Tuna is better when compared side-by-side with any other light meat tuna at any price, send us the labels from both cans compared and we'll send you twice the price of the Star-Kist Tuna. Star-Kist Tuna, Terminal Island, Calif.

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PARENTS GO TO WORK CONTINUED

which we laymen must try to master—the principle of differentiation, and how to apply it. Everyone appears to agree in principle that we respect the difference among youngsters in intelligence and aptitude, in occupational interests and outlook, in social and economic status, in mental health and emotional stability—and that we gear our school program to those differences. But how to make it work?

Just last year our own high school took a tentative step in one direction. Fourth-year English was divided into three classes: 1) a so-called "literary" course, covering English literature from Beowulf to Aldous Huxley, for the student with a keen interest in the classics; 2) a survey course in readings (e.g., Confucius to H. G. Wells), for, let us say, the potential science major, or the boy or girl heading for a job in business; 3) remedial English, for the one who still must learn to spell or write a sentence correctly in order to graduate. Such classes are known in the trade as "homogeneous units," and in each of them the teacher can set the appropriate pace.

Should this experiment be extended throughout the high school curriculum? Our school administration is exceedingly wary. It perceives that the academic groups may become concentrations of kids from the more privileged homes, and that the social problems raised may be worse than the academic problems solved. Moreover it fears that all youngsters will suffer the loss of that cross-fertilization of mind and character that comes only from living and working close together.

General vs. specialized

A DIFFERENT strategy is advocated in the famous Harvard Committee's Report. It proposes creating two areas in the curriculum; one, called general education, would cover all students; the other, specialized training, would include intensive courses designed either for college or noncollege students. In each year of high school a student would be enrolled in both general and specialized classes. As between student groups the only difference would be that general education would occupy one half the student's time if he were going to college, two thirds if he were not. As to the differences in aptitude among all the students in the general course, that problem would be handled by the teacher—the hard way—within the classroom. The Harvard Committee argues that its plan would give both groups a common background and experience, and minimize the difference between them.

Whether one favors the Harvard Committee's plan or any other system, one fact is clear: to challenge the gifted pupil while doing justice to the less gifted requires a peculiarly resourceful and well-trained teacher. Before we are through, we laymen may find ourselves poking into the colleges that are producing our secondary teachers, for there may lie the key to many of our problems.

These are a few of the questions we have opened up in Chappaqua. There are many more; in fact, our PTA tabulated no fewer than 150 submitted by participants in last autumn's forum. Last month we set up a new citizen's committee of 10, independent of school board or PTA, to take these questions as a starting point for a thorough study of Horace Greeley High School—what it is and what we want it to be. The study will take fully two years.

From Chappaqua's experience it is evident that miracles may be very slow in materializing. But let no one be discouraged.

Just remember Aristotle.

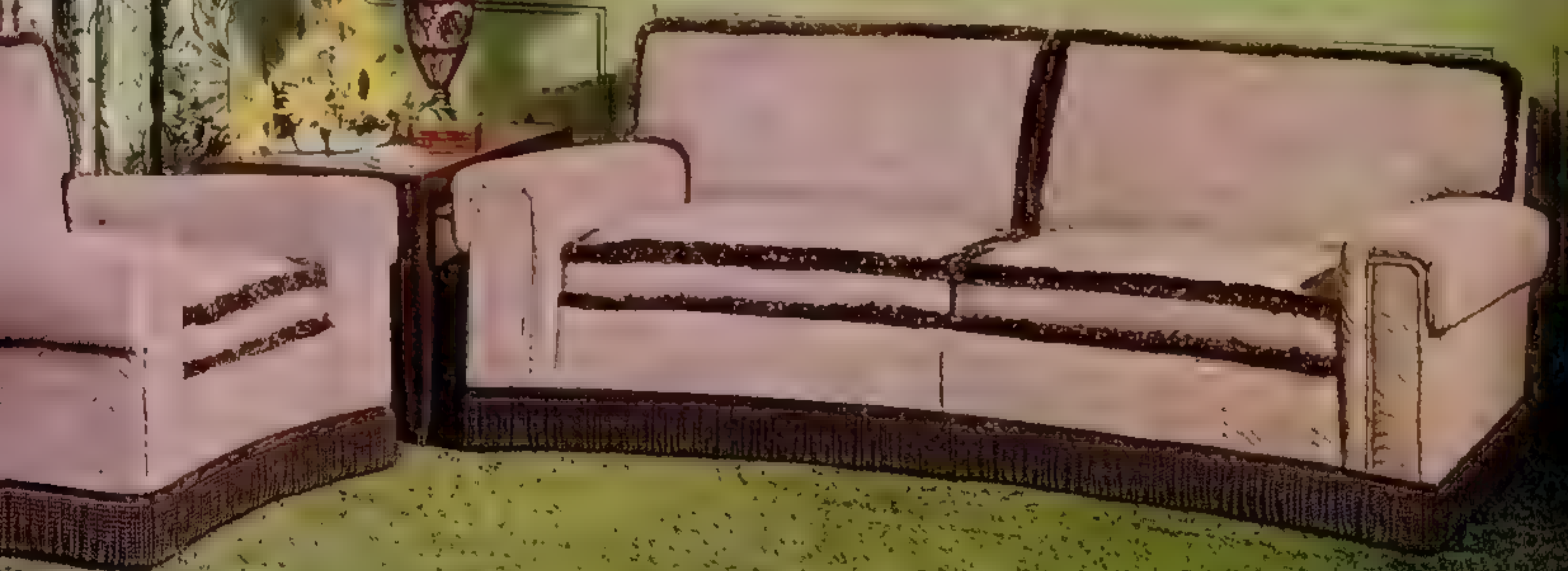


NEW SCHOOL, direct outcome of the Chappaqua citizens' joint action, will be completed in March and will replace three substandard school buildings.

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Make your living room more enjoyable and distinctive with this new Kroehler Crestant-Shaped Sofa and Chair. You'll love the beautiful deep sculptured "Trench-Kee" Mohair Jacquard Pile - the soft moss pling - the heavy bullion fringe. You'll revel in the deep-seated comfort of Kroehler Cushionized Furniture. Ask your Authorized Kroehler Dealer for Sample No. 458-11. You'll be surprised at so much beauty at such a modest price. Choice of seven fashionable colors as illustrated.

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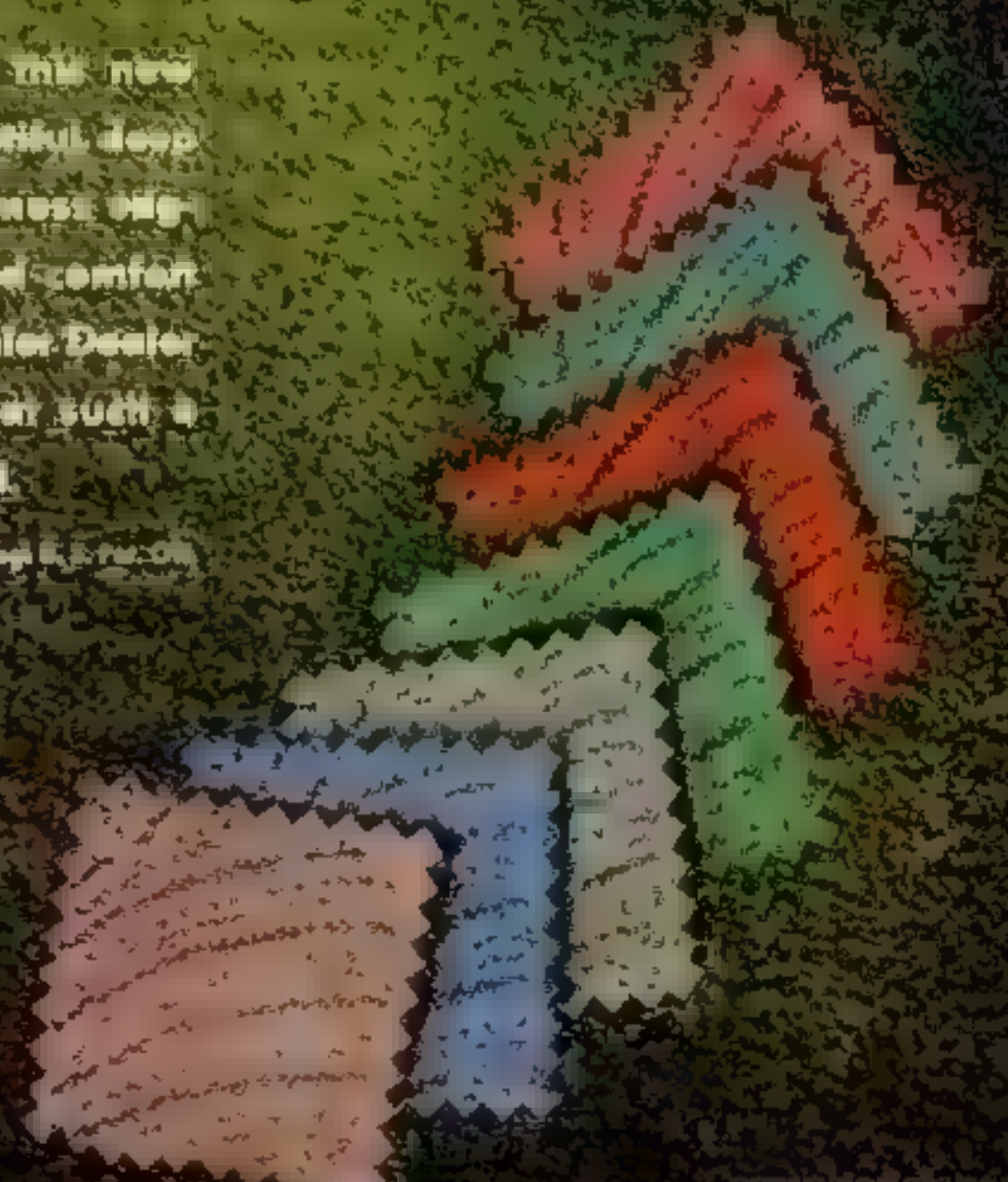
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ALUMNI of the league are an impressive Who's Who of American art. Some of the best known, many of whom now teach at the school, are shown above with examples of their work. Along the front above, from left to right, are Henry Billings, with his painting *On the Defensive*; Alexander Brook, Whitney Darrow Jr., *New Yorker* cartoonist; Paul Cadmus, leaning on his painting *Playground*; Otto Soglow, cartoonist of *The Little King*; Robert Philipp with portrait of a girl

at his feet; at Philipp's knee, Peppino Mangravite, Peggy Bacon; Yasuo Kuniyoshi, holding his still life *Four Peaches*, Arnold Blanch; Vaclav Vytlacil, Dean Cornwell, with chin in hand; Will Barnet; Reginald Marsh, with elbow on one of his studies of buxom girls; and Ben Shahn. Behind this row, from left to right, are white-haired Gifford Beal, three-time president of league; Harry Sternberg (elbow on knee); Philip Evergood; John Groth; behind him on ladder, Ernest



SUMMER CLASS IN WOODSTOCK, N.Y. WORKS INDOORS AND OUT

Artist

ART STUDENTS LEAGUE LINES UP A

IN numbers alone, art schools have become a big part of the U.S. educational system. Some 300,000 students attend them, five times the number that attend law schools. Many of the students are newcomers to the art field, interested only in brief study and relishing a bohemian interlude with clay and brushes. But there is a core of well-established art schools where serious students work earnestly to master their craft.

One of the oldest and best of these is the Art Students League of New York, which was founded 75 years ago and today has an enrollment of



From Russell Cowles (lower left, front row) to J. B. and Klones (at back, Henri Schickelberg, in center, fourth row), Scripter, William Zorich (behind him, Adelp, Delia, next right), Kenneth Hayes Miller (30 years, 1940), Frank V. DuMont (30 years, a long time, 1940), and Henry Spencer (O. L. P. for the artist, correspondent of World War II, Scripter, 1940), Shirley Dickinson (1940), Louis B. Bunker (Paintings on wall, 1940), and, in the next row, on the right, DuMont.

Delia, Corvett, Minerva, Dickson, Snow, Kory, Bandy. Those in second row, from left, are by Beagle, Stein, Everett, Sternberg, Avil, and Brock, Henry, Cowles. Third row, the two at left are by Miller, Bunker, and the four at right by Schickelberg, Darrow, Bunker, and Bunker. Fourth row (far right) are by Sackler (whose portrait is of George O. Keck), and (on far right, 1940), Parsons. The two at right are Zorich's *Heart of Christ* and *Good's Artistic*.

Alumni

NOTABLE GALLERY OF GRADUATES

3,000 students. They come by day and night—study under faculty whose members range from time-honored academicians to provocative abstractionists. From anaemic scholars to top bracket commercial designers. Since an art school is probably best known by its alumni, the league is proud of having produced more topflight U. S. artists than any other institution in the country. When a representative group of its alumni line up for a picture like the one above, they and their work make a notable gallery of famous names and styles in contemporary American art.



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Challenges Comparison!

The grandeur of Grand Canyon *Challenges Comparison* with any scenic wonder. Calvert's finer taste *Challenges Comparison* with any whiskey!

BUY IT! TRY IT! COMPARE IT!

Ask a friend or favorite barman to pour about ¼ ounce of Calvert Reserve into one glass, and the same amount of your present brand into another glass -without telling you which is which.



BE YOUR OWN WHISKEY EXPERT!

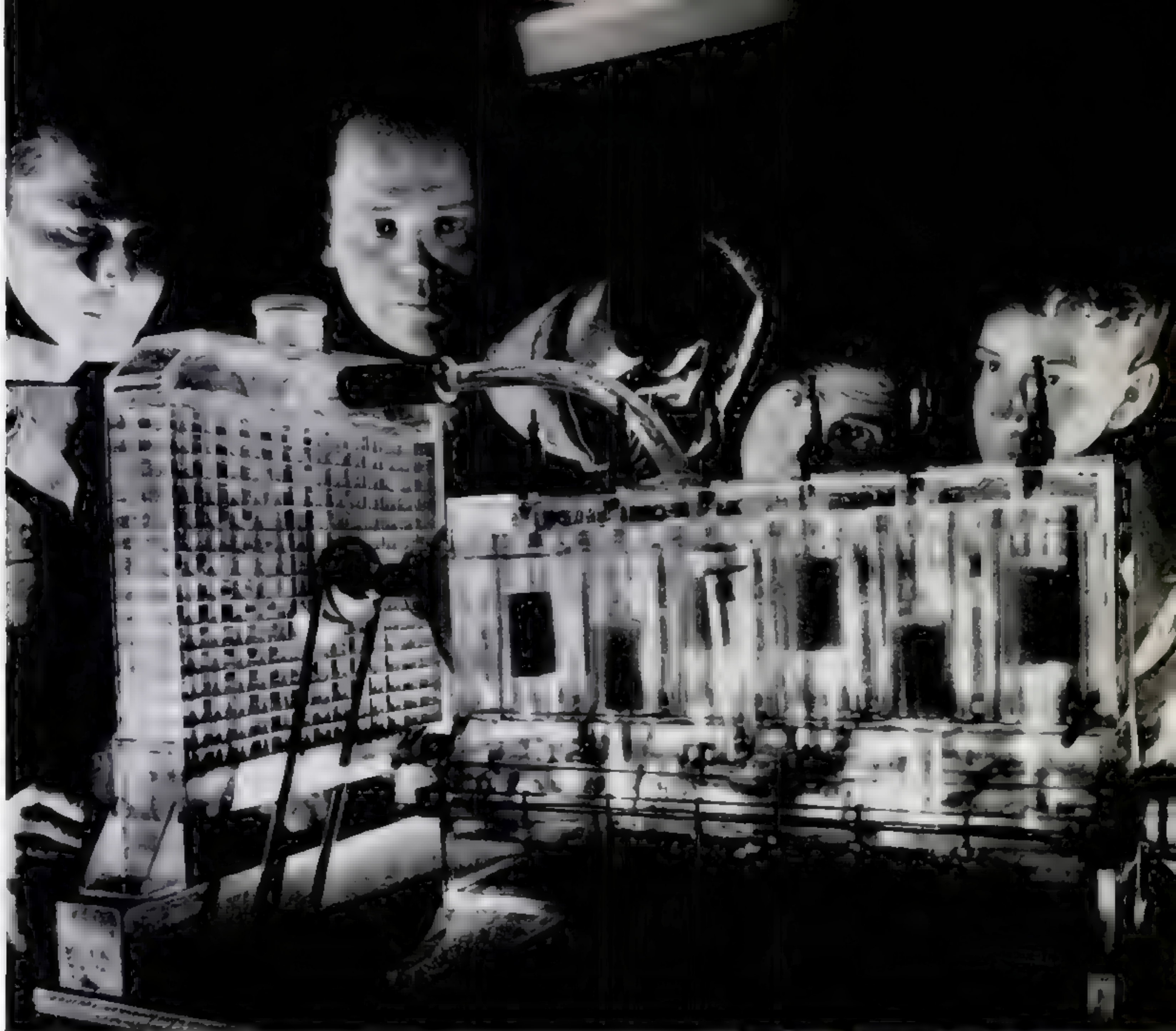
Sniff one brand for aroma. Taste it critically. Swallow slowly to judge its freedom from harshness. Then judge the other brand in the same way, and pick the one that really tastes best.



Your own good taste will tell you

It's Smart to Switch to

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TRANSPARENT MODEL, a perfectly running six-cylinder engine, shows how cooling system works.

Visual Training

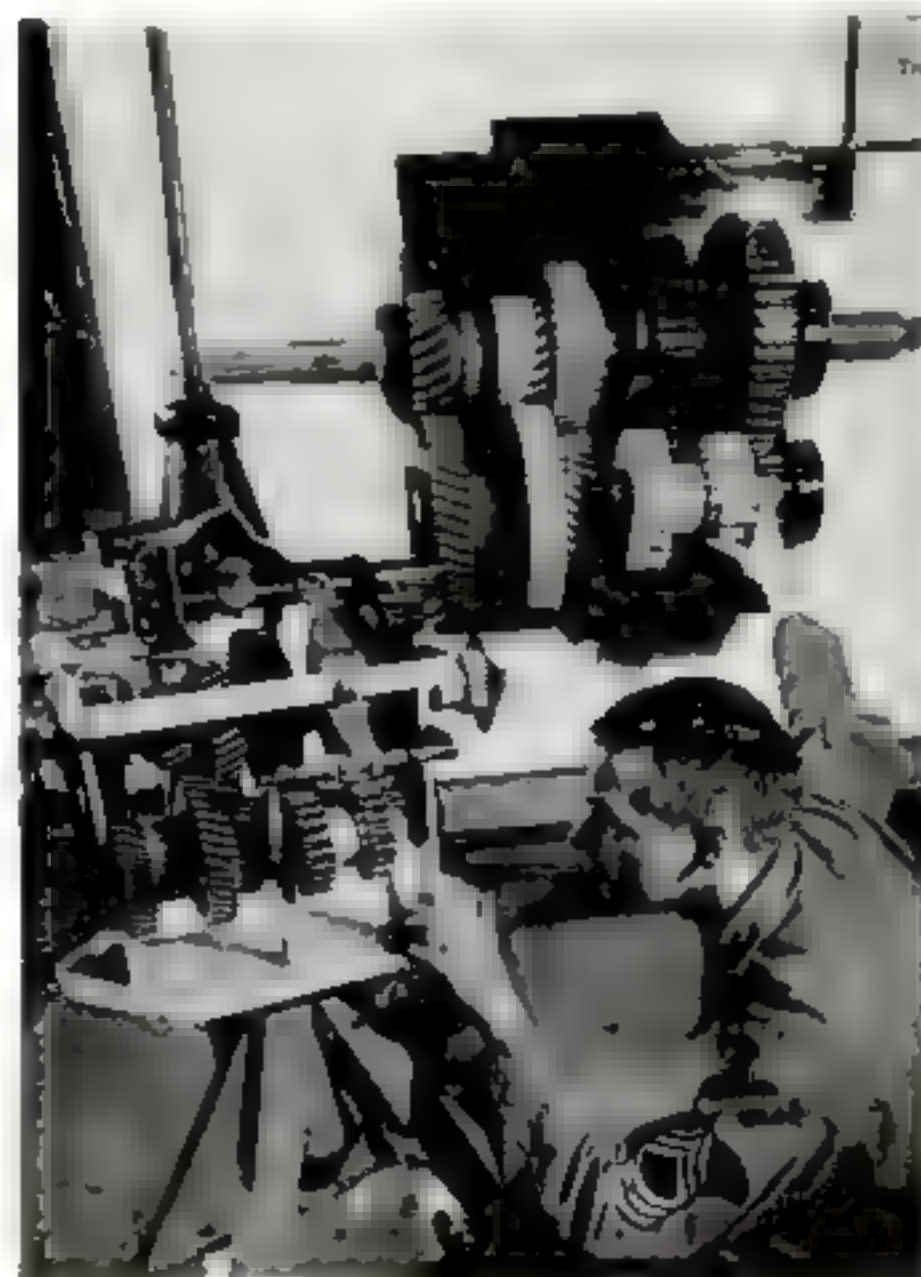
ARMY TEACHES WITH GADGETS

Ever since the early days of World War II, Army and Navy and Air Force training methods have kept civilian educators on the jump. Twice faced with the problem of training millions of men in a matter of months, the services have come up with some educational short cuts—flashy movies which are really sugar-coated lectures, phonograph records which streamline language teaching and thousands of visual education gadgets and gimmicks which clarify complex mechanical problems.

The pictures on this and the following page show one of the Army's best gadget collections—at the Armored School at Fort Knox, Ky. Using training aids like the transparent engine (above) and a mock-up of a truck transmission (right), instructors have all but thrown thick

textbooks out the window. Subjects which would have taken months of hard grinding are covered in weeks. And this emphasis on visual aids will grow as the 1,200-man student body is doubled by the end of the year.

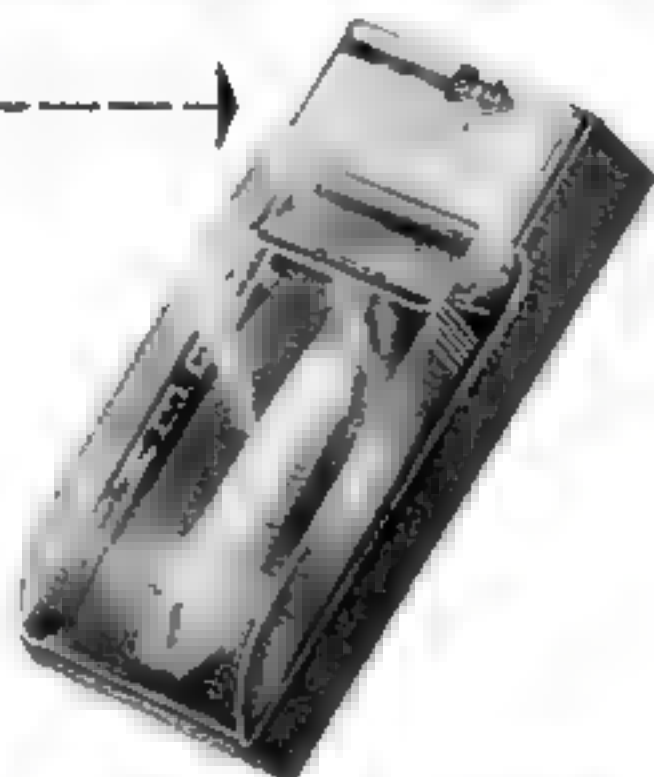
The tankers at Fort Knox are proud of having put together their visual education program at hardly any cost to the taxpayer. Using defective engines and vehicles ready for the junk pile, scrounging for paint and lumber and then adding a large dose of imagination, they have reduced the complexities of guns, radios and tank engines to fundamentals. They have found that they can teach their men not only more quickly but also more thoroughly. Visiting educators have been impressed, and already U.S. schools are taking a leaf from the Army's book.



TRUCK TRANSMISSION made of wood (right) is compared by student to a real transmission (left).

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Easiest shave on the face of the earth!
New Feather Weight Gem Razor
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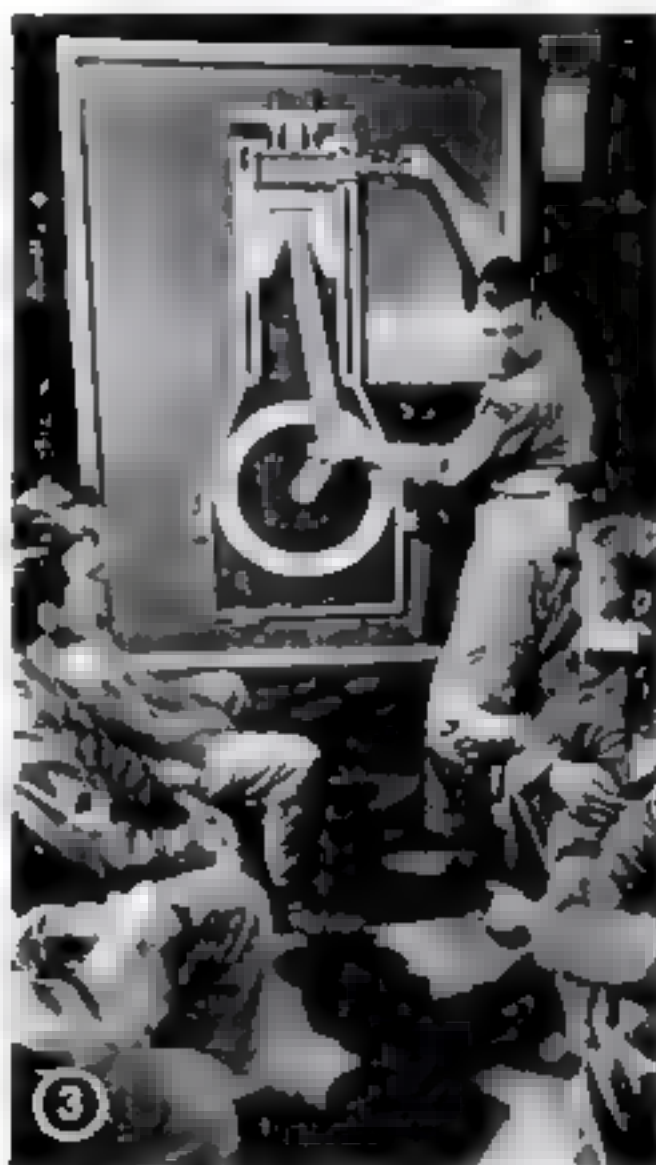


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Feather Weight **GEM RAZOR**

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PRECISION **ASR** PRODUCTS

VISUAL TRAINING CONTINUED



FOUR-STROKE-CYCLE OPERATION of gasoline engine is explained by instructor with mock-up (above). On intake stroke (picture 1), piston descends, sucking gas-air mixture into cylinder. Next (picture 2) piston goes up, compressing the mixture which is ignited by the spark plug (picture 3), driving piston down again. Cycle is completed when piston returns to push out fumes.



RADIAL ENGINE mock-up shows how pistons are arranged around crankshaft. Here instructor indicates shaft with left hand and with right shows how oil can seep into bottom cylinders and cause trouble when engine is started.



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For Puss 'N Boots, made of 85% whole, fresh-caught ocean fish, with selected cereals added for nutritional balance, is a food of highest table quality. No by-products, no inferior "fillers" go into Puss 'N Boots.

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Compare your cat's food with Puss 'N Boots. Only Puss 'N Boots is so well balanced... nourishes so completely



Do You Feed HAMBURGER?

Hamburger has a high amount of body-building protein and blood-enriching iron.

But HAMBURGER lacks energy-giving carbohydrates, is deficient in vitamins A and D.

PUSS 'N BOOTS not only furnishes body-building protein and blood enriching iron, but has an abundant amount of carbohydrates for energy and vitamin A for keen eyesight.



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Beef Kidney has a good supply of growth-giving protein, fat for energy, niacin for healthy skin.

But BEEF KIDNEY lacks manganese, one of the nutritive factors responsible for normal reproduction and healthy kittens.

PUSS 'N BOOTS not only supplies niacin for smooth, healthy skin and fat for energy, but also the important mineral, manganese, so necessary to the mother cat and her kittens.



Do You Feed SALMON?

Salmon (canned) has body-building protein, bone-building calcium and vitamin D.

But SALMON (canned) lacks vitamin A, so necessary for good eyesight and salmon contains very little carbohydrates.

PUSS 'N BOOTS not only is a rich natural source of vitamin D and calcium, but contains vitamin A as well as valuable carbohydrates.



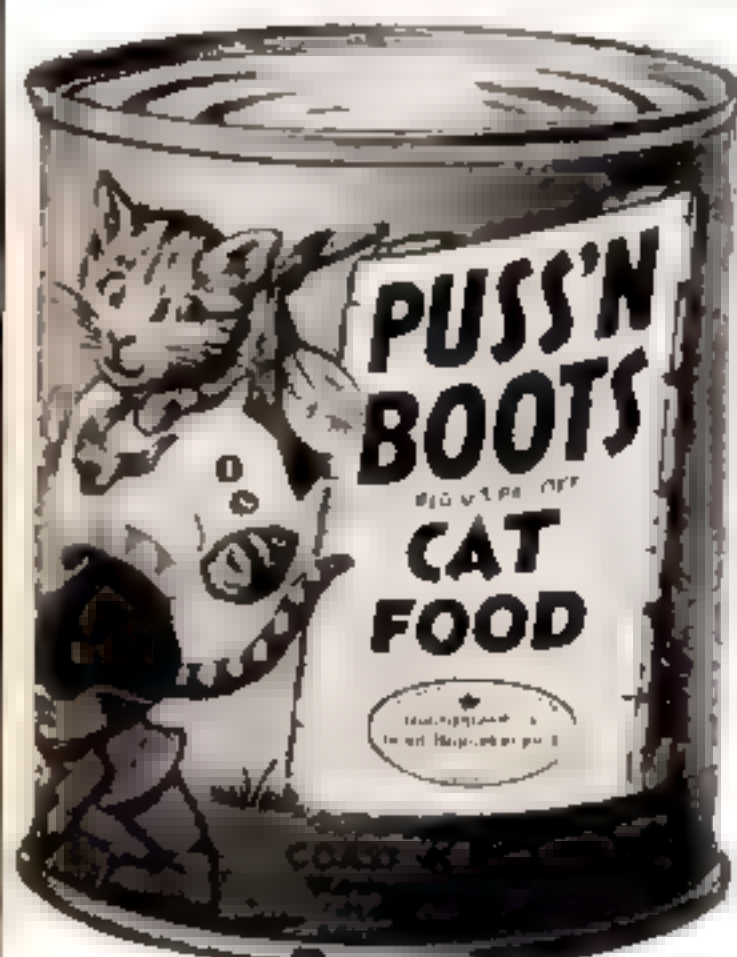
Do You Feed MILK?

Milk has growth-giving protein, calcium for strong bones and teeth, riboflavin and thiamin.

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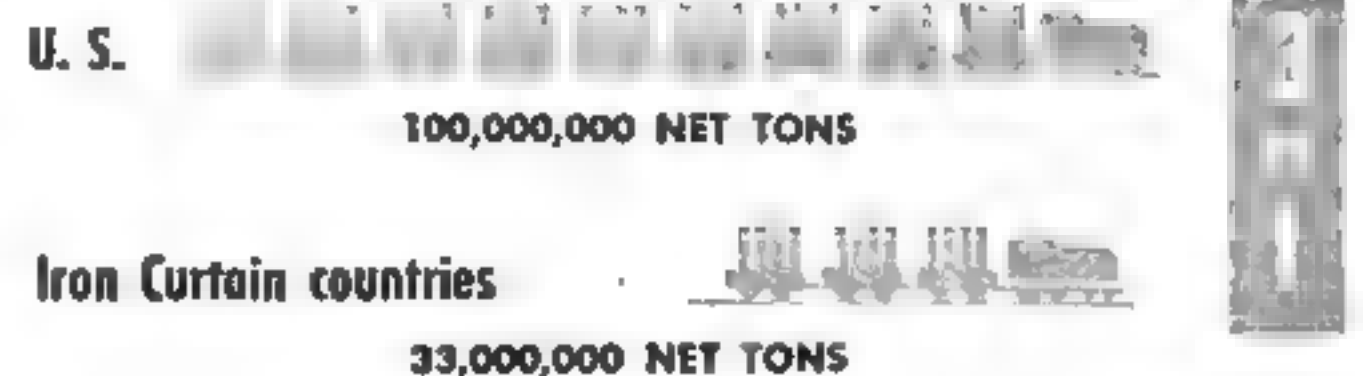
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COMPARISON OF STEEL CAPACITY

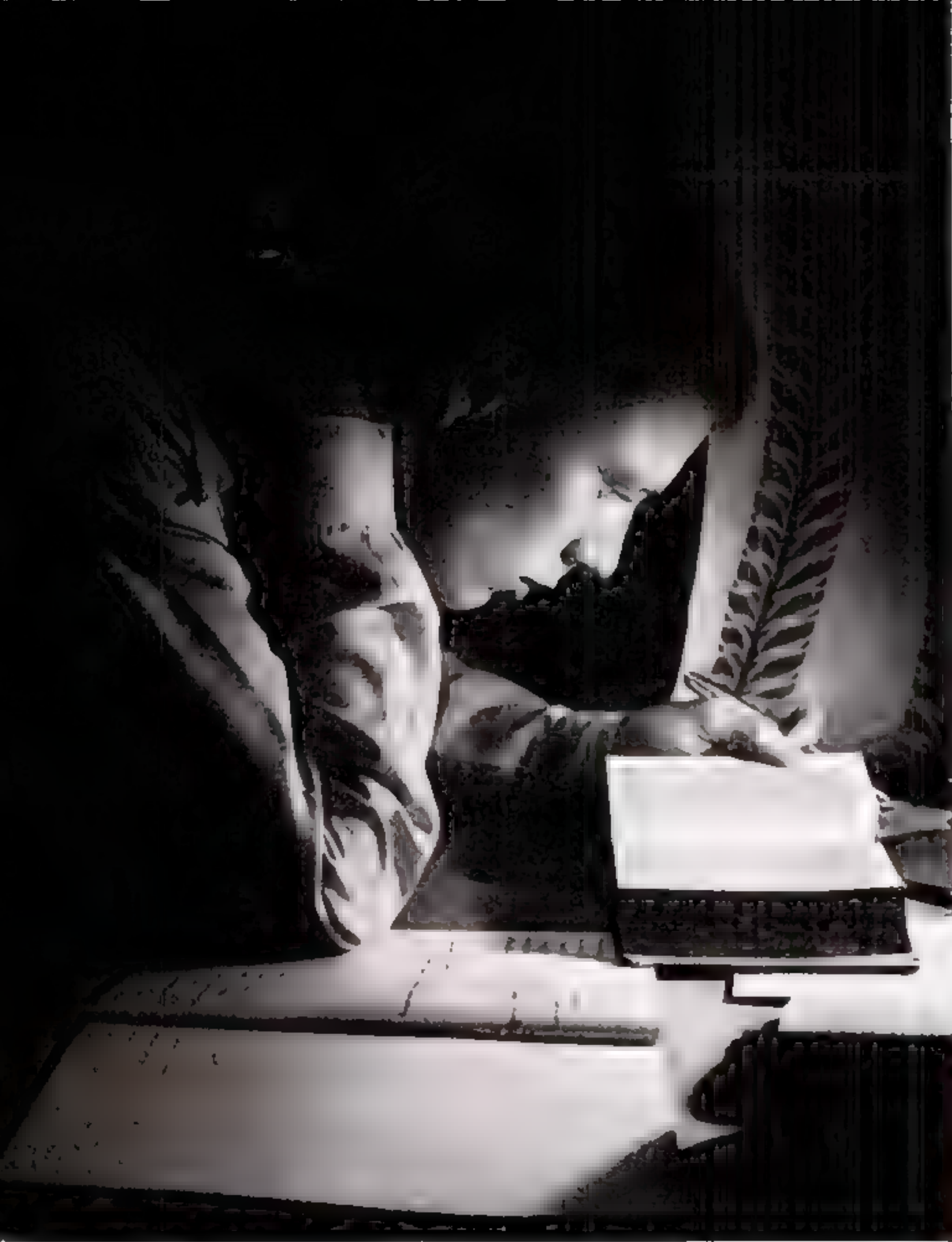


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PURSUIT OF LEARNING at Kenyon College in Ohio is directed toward encouraging students to become the kind of educated men Professor Barzun discusses in this article. Kenyon teaching concentrates on basic studies in science and the humanities. This is Sophomore Allen F. Murphy.

The Educated Man

HE IS STILL ENVIED BUT NO LONGER EMULATED

by Jacques Barzun

FOR a writer to express himself publicly about the Educated Man is perhaps as dangerous as for a lady to bring up the topic of the Virtuous Woman. In both cases everybody's attention immediately shifts from the matter in hand to the person who is discussing it. What of his or her qualifications? If a writer modestly pretends that he does not consider himself an educated man, then what business has he to be writing on the subject? And if he does allow, again modestly, that he is educated, then he is suspected of talking down to those less favored by the gods than he.

Fortunately the present mental state of the world cuts short any shilly-shallying between true and false modesty. Modern society is not geared to produce, receive or respect the educated man, and it is hard to imagine anyone in his senses claiming the title as an honor. The term is in fact seldom used. "High-brow" has replaced it, and since the new word conveys good-natured contempt, everyone does his best to prove that his own brow is attractively low—a thin line

of common sense between two hairy hedges denoting common-manliness. One's intellect or learned profession or habit of self-cultivation is something to hide or live down, and this is true even though more and more people are being schooled and colleged and "educated" than ever before.

There is no paradox in this situation. It is logical, inescapable, and to bewail it would be a waste of time. Much better to glance with amused detachment at some of the obvious as well as unforeseen aspects of Educated Man's obsolescence, and take notes on it for the jollier times when a fresh turn of events will again make the life of the mind seem desirable. Just now we live in the midst of social upheaval and perpetual war—a period akin to that which changed the face of Europe in the century of Luther and Calvin—and the time always brings forth its types. Our world stage is rightly filled by soldiers, statesmen and scientists. We may even expect to see a few great and grim artists as well as demon organizers and mental giants of the quiz-program variety. But all their gifts and

specialties together do not make up the character and the environment of the educated man. For the taxpayer sees very clearly that, compared with vocational training, "culture" is unremunerative and pointless.

In fact, all the purposes and achievements of Western man in the 20th Century conspire, for the time being, to blot out the meaning of culture. Looked at globally, today's task is to "educate" the peoples of the earth to mass production and national independence. In this effort the world's work and the world's wealth are now being redistributed among nations, classes and persons, and vast layers of mankind are slowly emerging from ancestral poverty and a sense of wrong. It is a mighty spectacle and one that the high-brow should not scorn, for the ideals and techniques which are at work come straight out of our past culture in the high-brow sense—out of the thoughts and books of educated men, from Jefferson to Bernard Shaw. But it is also true that the pace and scale of this great transformation take the heaviest toll on those best fitted to carry on the work of

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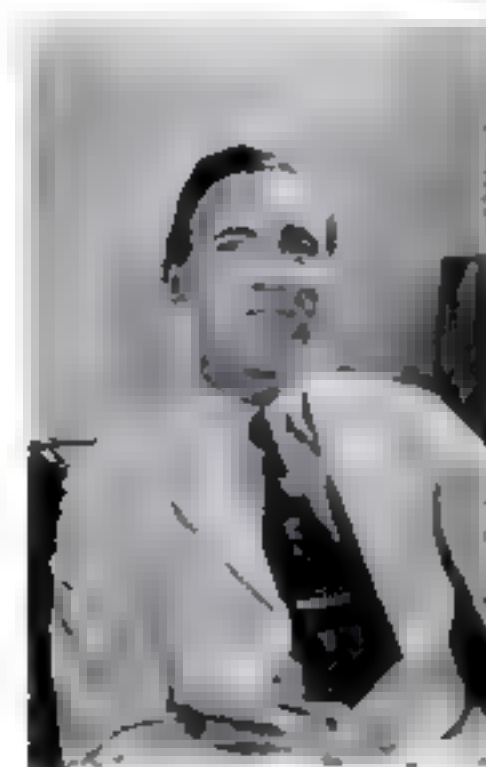
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THE AUTHOR



Jacques Barzun came to grips with the problem of education at the age of 9. That was in his native France when he taught his first class under a system by which older pupils teach the younger. He came to the U.S. in 1919, entered Columbia and took a Ph.D. in 1932. Now professor of history there and one of the most distinguished educators in the country, he has written 8 books, including *Teacher in America* (1945) and *Berlioz and the Romantic Century* published last spring.

THE EDUCATED MAN CONTINUED

culture itself. Peace of mind, solitude, long stretches of concentration, have become luxuries almost beyond reach. We express this very inadequately by saying that we are "frightfully busy just now." Deep down we know that the condition is permanent for all those who cannot afford the blessed release of a nervous breakdown.

Now the educated man as we have known him in the past has roots in an entirely different soil and breathes a different air. He is a product of leisure and independence, of established institutions and quiet maturing. His destination is a society of his own kind, in which his role is private and his superiority welcome. He does contribute to others' enjoyment of life by sharing with them the pleasures of conversation and friendship and spoken wisdom, but the enrichment of his own mind is his chief concern. He can attend to this, not only because he has the time and the means but also because he does not have to justify his existence nor to issue progress reports on his life-long "individual project." Whatever he does to earn fame or money, from winning battles to farming estates, he is not so bedeviled by it that he lacks time to engage in the fundamental activities of the educated, which are: to read, write, talk and listen.

The common denominator of these characteristic acts is of course words; and a love of words, and of their wonderful or apt use, is a sentiment profoundly alien to a civilization which deals in things and uses words only to make us buy its line of goods. We contrast the verbal with the practical even when we vaguely recognize that words can have important results—oratory, Lincoln, Tom Paine, great books and all that. The trouble is that unless the mind is accustomed to connecting "all that" easily and quickly to the living present, "that" seems frivolously distracting from worldly pursuits. We hate such trifling. Imagine President Truman using his spare time to write articles on the *Iliad* like Gladstone! No, the President must fish; then we can relax with him.

We can understand hobbies; we tend to fear scholarly studies. Why? Simply because the educated pursuing his self-education is a reproach to the noneducated, who feel shame or envy or both. Until the day of the free schools, the shame did not exist. One could always plead that the opportunity to educate oneself had been denied. But now the heart of the common man is torn between desire and disgust because the word has gone out that anyone who applies himself can and should acquire an education.

Actually, everybody would be happier if the plain fact were admitted (as Jefferson admitted it in his plan for public education in Virginia) that no amount of industry or even of acquired knowledge will make an educated man. The specialist knows a great deal and is not educated. The pedant knows more than enough and is not educated. Why then be ashamed of not having what comes mainly from native endowment? Is it sensible to growl about not having absolute pitch or not being a champion billiard player? To resent not being educated is particularly absurd when one considers that education, like virtue, is its own reward, nothing more—nothing, certainly, to brag about. Indeed one test of a true education is that it sits lightly on the possessor. He knows better than anybody else how thin in spots is the mantle which others would pluck from him.

Contrariwise, a frankly aggressive envy of the educated few by the unlettered many is thoroughly justified. It is a fair guess that the solid citizens who put Socrates to death said to themselves: "Why should this outrageously ugly mug spend his days talking with brilliant young men while we wear ourselves out in the fig business?" And to this there is really no amiable answer. Resentment

CONTINUED ON PAGE 182

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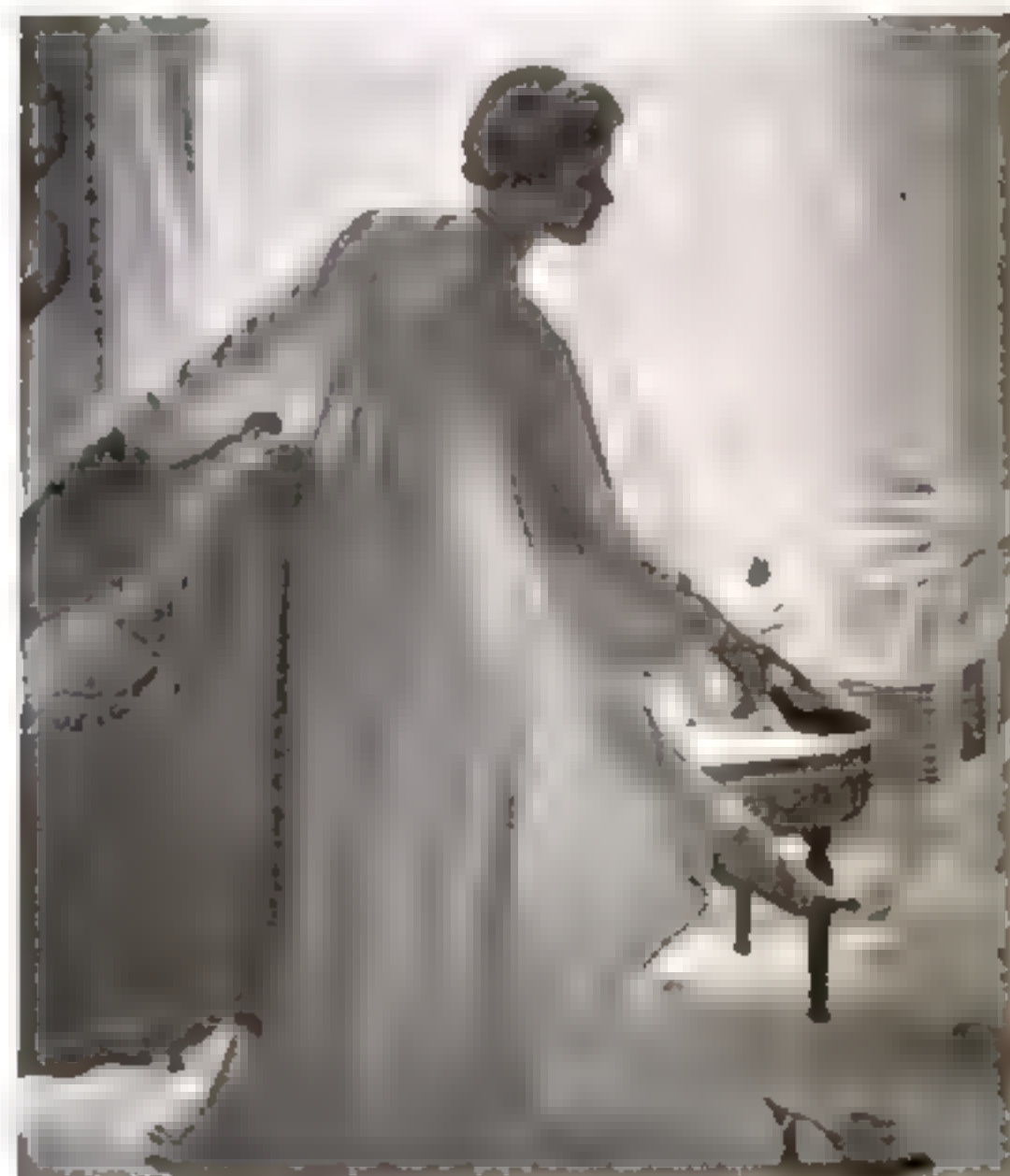
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SMALL CLASSES bring students closer to professors at Kenyon. Elementary Latin is taught by Professor Robert Fink (left) with aid of tape recorder

THE EDUCATED MAN CONTINUED

based on democratic equality and patriotism (figs are the cornerstone of empire) is what precipitates the tragedy. Socrates always seems to be saying, "Don't you wish you were like me!" while pointing out that only a chance-selected few can possibly attempt it. In reality Socrates is not saying or thinking any such thing, but he is the living demonstration of an offensive truth. Hence the accusation which leads to the hemlock cocktail.

With us, the democratic assumption works more gently. It easily prevails by sheer force of numbers. Whatever is alarmingly different or superior is leveled off like the froth on the glass of beer. Go to the friendliest social dinner, and the conversation will run exclusively on current events and common experiences—so much so that after dinner the men and the women form separate groups and talk business in the one, domesticity in the other. The correct mixture of passion and detachment about beliefs, which makes of conviviality something more than eating and drinking together, is less and less attainable. To speak of religion—which once furnished a common background of moral feeling and literary allusion—is widely considered the most pretentious bad manners. Even politics has lost its intellectual content and has become undiscussable except with hand grenades. The effort to avoid misunderstanding and offense reduces the pleasure to zero. One feels as if one is walking on eggs inside one's own brain. In short, talking seriously, i.e., over anyone's head, is as rude as making private allusions which only the members of the family understand, with nods and smiles, while the guest who has never heard of Uncle Silas wonders what it is all about and begins looking for his hat.

But this state of affairs, translated into another realm, illustrates precisely the point of seeking and possessing an education. What those who "go in for it" want to acquire by study and good conversation is a kind of family vocabulary, a set of words, ideas and facts more or less agreed upon, which enable them to talk with ease and rapidity about things of permanent interest. Somebody's actual Uncle Silas is of local and limited interest, but Tristram Shandy's Uncle Toby is common property. His remarks are not only good humored, but they have been the cause of good humor in others ever since Sterne created him nearly 200 years ago.

Despite appearances, this common language of the educated is neither difficult in itself nor overwhelming in extent. The well-read have not read everything, and after a while—as somebody said very wittily—you begin to know things ex officio. In any case facility does not come by grinding away of nights and memorizing obscure facts. Obscurity is the very opposite of culture as it is the opposite of good breeding. But what is required for mastery is a lively and insatiable interest. This is the thing that cannot be faked. And this is also what makes it impossible to "climb" into educated society under false pretenses as people do into snobbish, moneyed or artistic circles. The brotherhood of educated men is the one social group which our century cannot open to all by legislative fiat. The irony is that those within have no desire to keep it exclusive—the more the merrier, provided they are the genuine article.

It would of course be untrue either to venerate or vilify the past (according to one's prejudices) as a series of ideal and placid conversations made possible by ruthlessly exploiting the hewers of wood and drawers of water. Educated people have always been few, they have rarely been rich, and their lot has often been hard—witness again Socrates, as well as Abélard, Galileo, Dr. Johnson and Henry

CONTINUED ON PAGE 18

"to see... and be instructed"

Fourteen years ago LIFE promised that through its pages a reader could expect "to see life, to see the world . . . to see and be instructed."

LIFE's fulfillment of that promise has been attested by those best qualified to judge—the educators of America. In ever-increasing numbers, educators have praised LIFE as a powerful teaching tool. In LIFE they have found the news presented with a new photo-journalism technique that has captured and held the interest of their students. And they have found the same technique applied to many special subjects in the fields of science, history, geography, the arts.

Along with the acclaim of individual educators has come awards from professional groups for specific contributions to the field of education. One recent distinguished service award from the University of Missouri cited LIFE's "distinguished accomplishments in making the culture of the past, the science and industry of the present, the broad social scene and the crucial national and international problems of the day vivid and interesting to the general reader."

BUT LIFE has more to offer educators than its published stories. Over the years the editors have amassed one of the most exhaustive picture collections in the world, including many pictures never before published. In an effort to make more of this material available to educational groups LIFE began, a year ago, to select and edit groups of pictures in filmstrip form. Each filmstrip consists of a series of approximately 50 pictures with captions, on a strip of 35 mm. film which can be projected. The subjects include Heritage of the Maya, Giotto's Life of Christ, the Middle Ages, Age of Exploration, Emerson's New England, 18th Century England, The Atom, and the soon to be released Sistine Chapel Frescoes of Michelangelo. Most of the pictures are in color, and each filmstrip is accompanied by lecture notes which allow an expansion of the story beyond the brief captions on the film. Other subjects, including The American Revolution and Renaissance Venice, are now in preparation.

LIFE's filmstrips have won immediate and widespread acceptance. Said Vernon Dameron, former Director of the Division of Audio-Visual Service of the National Education Association, "LIFE Filmstrips represent one of the most promising educational developments in recent years, providing schools and institutions of higher education with a wealth of instructional materials in convenient, colorful and inexpensive form. LIFE is to be commended for its interest and foresight in making this contribution to education."

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Adams. But whatever the material fortunes of the individual educated man, the past shows a kind of consistency which we are rapidly losing. We are split between old allegiance to institutions of learning and newborn contempt for its essence. We continue to spend money on the agencies for imparting knowledge—including the press, the centers of art and science, and the professions, as well as the schools and colleges—but in reality we keep them on a beggar's allowance, grudgingly renewed.

What is worse, those in charge of these establishments themselves show a divided faith. Instead of acting like vested interests in the business of the mind, they vie with one another in apologizing for intellect. They try to show that, whatever others may be up to, they at any rate have as little truck as possible with brains. "Pay no attention," they seem to say. "It's a mere optical illusion that this library contains books. And these people reading here aren't really bookworms. They're just killing time until the movies open. In fact, if you come back next week you can see a movie right here."

Not long ago a publisher—and a university press at that—conducted a survey showing that 10 of the world's best-known classics are found boring by many of their supposed admirers—editors, publishers, librarians, teachers and writers. The good tidings were given the most frolicsome publicity all over the country. Joy was on many faces, relief from guilt long kept secret and now proved innocent. It was touching. Yet one could wonder whether the university press will continue to publish books about those books on the blacklist. If so, with what excuse? Or was the meaning of the survey that, owing to the normal occurrence of blind spots in human beings, books and other works of art strike different people differently? Wouldn't you have supposed that a publisher might now this and spared us the spectacle of the presumably educated blushing the gaff about that old hoax, the classics?

Much of this is mere pretense, to entice the public and allay its apprehension like a dentist promising that it won't hurt. But if one sticks to a pose long enough it becomes fixed and natural. The habit of poochpoosing intellect is catching, especially by the young, and it is hardly surprising that most high school and many college graduates, after four years of tax-paid "opportunities," are left scornful of everything given them under that name. This hardly seems a practical way for a great nation to spend its money, but it is part of the general inconsistency.

Education that rarely reaches the head

MEANTIME, from another quarter, the word education has been snatched by business and government to refer to activities ranging from fire drill to political propaganda. The makers of sewing machines have educational departments where you may take lessons in hemstitching, and so have magazines which use alluring pictures to teach how a young lady in the bath should scrub her back. These genteel accomplishments are not to be despised, but they remind us that while the faith in intellect has receded from the high places, the new thing which goes by the name of education has some distance to go before it reaches the head.

For today's young men and women who went to a genuine seat of learning and took their studies seriously, the blind forces of our society act as a barrier to further self-education. At college the chances are that they absorbed just enough to awake their mind and spur its quest for more learning. It is after college that these young people are stymied. The girl, now married, has no help and is too busy in kitchen and nursery to read a book. The man, saddled early with family responsibilities in a competitive world, must by tireless slaving "make good" in the first 10 or 15 years of his career. By taking work home every night he proves to his employers that he cares for nothing in the world but insurance or law or the prospects of natural gas. It remains a mystery how the world's work got done in the old days when college-trained beginners in business worked only from 9 to 5 and were not deemed traitors to the firm if they were seen at a concert.

Today's beginner, it may be said, learns more about the nature of his job and its interconnections with the rest of the "economy." But what he bones up on during those career-building nights is only in part real knowledge. The rest is artificial verbiage and statistics, like so much that we are now compelled to carry in our heads—punches of initials, trade names and telephone numbers—incoherent facts by the bushel, which are out of date almost before they are learned. Inevitably this essential rubbish soon overlays anything the young man learned to enjoy in college. At the end of a long day which never really shuts down on business, he cannot attend to that other world of which he was given a glimpse in the classroom, the laboratory or the art gallery. And thus, by a queer turn of the

CONTINUED ON NEXT PAGE

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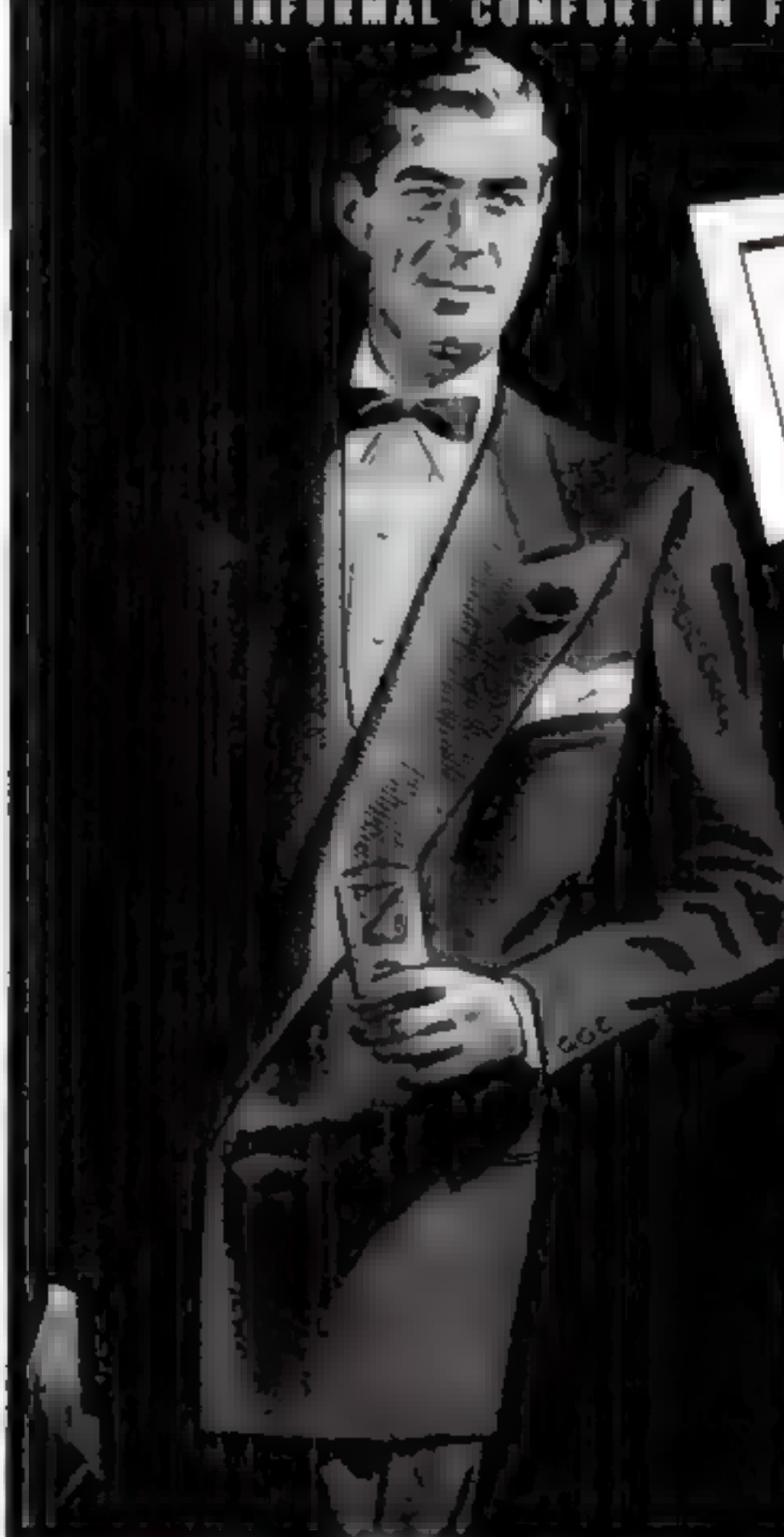
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EDUCATED MAN CONTINUED

wheel, our present equalizing of social and economic rights, which should create a larger sense of community, actually drives people apart by narrowing the contents of their minds. Our hypothetical young couple shows this, sometimes tragically. They married on the strength of common interests, and five years out of college they have nothing to say to each other except what relates to home or office routine.

But there persists a thirst for spiritual refreshment that cannot be satisfied by the glut of "hard facts." There remains one crucial need: imaginative experience. To this need our technological age responds with the most lavish provision of organized entertainment, from gambling and sports to radio and the screens. Here at last we are given a chance to be lifted out of our mechanical concern and to take part in exciting or amusing or awe-inspiring experiences. No doubt the habit of being entertained, of letting the show come in one eye and out the other, may end by destroying one's power to enjoy such thoughts and visions as one may have. But the world owes something to the men and women who lavish their talents for our pastime, 24 hours a day, by sink or bedside, in the air on the road and to the very edge of the grave. It staggers the imagination to conceive what would happen to mankind in its present state if it were left to its own resources like our forefathers, in caves without canasta and tents without television.

For some few mavericks, however, there is no alternative to despair or boredom except the pleasure of making one's life a means to one's education. Young men and women continue to be born with an insatiable desire to know, and among these not all are bent on knowing the things that are negotiable. These marked souls manage somehow, in spite of all they see around them, to make themselves into educated persons. They show a remarkable power to survive unfavorable environments, such as advertising agencies, movie studios and teachers' colleges. But the oddest thing about them is that without any clear guidance from society at large, and in the teeth of all the disturbing forces of the day, they all develop very much the same interests and rediscover for themselves the original humanities. Literature, philosophy and the arts, religion, political theory and history become the staples on which they feed their minds. And with slight variations in diet expressive of different temperaments, they ultimately come into possession of the common knowledge and the common tongue.

Occasionally, of course, they are helped to enter into the Great Conversation, or to keep their footing there, by the presence of other educated men, better entrenched or sufficiently numerous to resist the tides. In one city there is a college truly committed to general education; in another there is an adult reading group; in a third the woman's club actually reads the authors whom it invites to lecture and be stared at. There is no doubt that you could fill Madison Square Garden with educated people. The species is obsolete but not extinct, and you could charge an admission fee without offering them anything to see or hear—except their own well-modulated voices.

Alone though they may be much of the time, they are not so much to be pitied as the sociable creatures who must have "people around" or a movie to go to. For the educated person has appropriated so much of other men's minds that he can live on his store like the camel on his reservoir. Everything can become grist to his mill, including his own misery, if he is miserable, for by association with what he knows everything has echoes and meanings and suggestions so infinitum. This is in fact the test and the use of a man's education: that he finds pleasure in the exercise of his mind.

Pascal once said that all the trouble in the world was due to the fact that man could not sit still in a room. He must hunt, flirt, gamble, chatter. That is man's destiny and it is not to be quarreled with; but the educated man has through the ages found a way to convert passionate activity into a silent and motionless pleasure. He can sit in a room and not perish.



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1950



1937

1950



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Life Goes Back to a Party

WILLIAMS MEN REUNITE AT "TUBS"

Thirteen years ago, as part of a special issue on colleges (June 7, 1937), LIFE went to a beer party at Williams. The party took place at a campus hangout known as "The Tubs," where the waters of Pownal Creek, spilling down over shelves of limestone, make a wonderful place for shooting the chutes. Recently some of the participants in LIFE's 1937 story went back to "The Tubs" (now private property) for a reunion. They found each other as little changed as the creek itself. After swapping personal histories—most of them are successful business or professional men—they inveigled their wives into a softball game in the rain, consumed at least as much beer as they had in 1937, and again rode "The Tubs." They also talked seriously about the value of college, agreed that college had awakened their minds to "a spirit of searching," and that this was all they could have asked of it. All also agreed that having a good time at college never hurt anybody.



STATION WAGON heavily loaded, starts for "The Tubs" reunion with occupants already in a party spirit.



RIDING "THE TUBS," "Pod" Fly, who was not at the first party, gets some advice from her husband Dick, who was. The water is just as cold as it used to be.

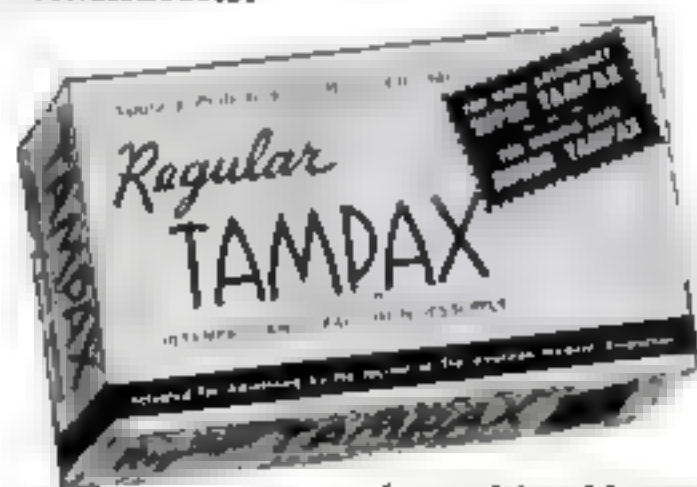


Once upon a time, my dears, nobody dared to be young and different...

...at least no woman dared be different in her ideas about monthly hygiene or sanitary protection. Hush-hush was strictly the order of the day. But some of us have become younger-minded as we have grown older and we know how to appreciate an improvement like Tampax. To us it certainly spells emancipation!

Use Tampax and say good-bye to all belts and pins when "those days" arrive. ...Say good-bye to uncomfortable external pads, too, for the Tampax method does not require such bulk. Being designed by a doctor to be worn internally, Tampax is very trim and compact. Actually you cannot feel it when in place! No chafing, no odor—causes no bulges under a skirt or dress.

A full month's supply of Tampax will slip readily into your purse. Economy box lasts 4 months, average. Made of pure surgical cotton, each Tampax comes in disposable applicator (for easy insertion). Sold at drug and notion counters in 3 absorbency-sizes: Regular, Super, Junior. Look for Tampax Vendor in restrooms throughout the United States. Tampax Incorporated, Palmer, Massachusetts.



Accepted for Advertising by the Journal of the American Medical Association

TAMPAX INCORPORATED LFE-16-100-Z
Palmer, Mass.

Please send me in plain wrapper a trial package of Tampax. I enclose 10¢ (stamps or silver) to cover cost of mailing. Size is checked below.

() REGULAR () SUPER () JUNIOR

Name.....

Address.....

City..... State.....

Williams Party CONTINUED



BEER CARTON shields Jack MacGruer from the rain as he argues with another softball player.



EXTRA JACKET is used by "Pud" Ely as temporary protection for areas that were made damp by sitting on the soggy ground around Pownal Creek.



"YARD BY YARD" is sung in evening. Stolid Yale man (left) married girl from 1937 party.



5¢

I'm a fierce and terrible pirate
I've a super treasure, too
It's a box of HEIDE JUJUFRUITS
I'm splittin' with my crew

HENRY HEIDE, INC. NEW YORK, N.Y.

School Time PEP!



MORE TENDER • MORE DELICIOUS MACARONI

MISERABLE FEELING OF

STUFFY



Just a WHIFF does it!



NOSE

...anywhere... any time this handy Vicks Inhaler makes cold-stuffed nose feel clearer in seconds. By makers of Vicks VapoRub.

GOES!

Vicks Inhaler

Use as often as needed!

HOLLYWOOD
BOOT POLISH
shines shoes
like MAGIC!

Hollywood Shoe Polish Co., Richmond, Va., U.S.A.

Who Runs America?



RUNNING AMERICA is the joint job of 150,000,000 people. It's the biggest job in the world today—keeping it running for liberty and for freedom. And the whole world's watching to see whether Americans can do it!

IN MUCH OF THE WORLD today, the people have resigned from running their own countries. Others have been quick to step in—first with promises of "security"—and then with whips and guns—to run things their way. The evidence is on every front page in the world, every day.

FREEDOM COMES UNDER ATTACK. The reality of war has made every American think hard about the things he's willing to work and fight for—and freedom leads the list.

But that freedom has been attacked here recently—just as it has been attacked in other parts of the world. One of the most serious threats to individual freedom has been the threat of Government-dominated Compulsory Health Insurance, falsely presented as a new guarantee of health "security" for everybody.

THE PEOPLE WEIGH THE FACTS. In the American manner, the people studied the case for Socialized Medicine—and the case against it.

They found that Government domination of the people's medical affairs under Compulsory Health Insurance means lower standards of medical care, higher payroll taxes, loss of incentive, damage to research, penalties for the provident, rewards for the improvident.

They found that no country on earth can surpass America's leadership in medical care and progress. They found that able doctors, teachers, nurses and scientists—working in laboratories where Science, not Politics, is master—are blazing dramatic new trails to health for Americans—and for the world.

THE "GRASS ROOTS" SIGNALS CONGRESS. In every community in the Nation, people stood up to be counted on this important

issue. Thousands of local women's clubs, civic groups, farm, business, religious, taxpayer, medical, educational and patriotic organizations spoke out—giving the great United States Congress its unmistakable Grass Roots signal from home!

And ever watchful, ever sensitive to an alert people, Congress saw that signal, and heard the people speak out, loud and plain. That's democracy in action. That's the American way!

Today among the 10,000 great organizations on militant public record against "Compulsory Health Insurance" are:

Gen'l Federation of Women's Clubs	American Protestant Hospital Association
American Farm Bureau Federation	Nat'l Association of Small Business Men
National Grange	United States Chamber of Commerce
American Legion	Nat'l Association of Retail Grocers
Veterans of Foreign Wars	Nat'l Retail Dry Goods Association
Nat'l Conference, Catholic Charities	American Bar Association

• Doctors of America are dedicated to serve their fellow citizens at home and their comrades in uniform, wherever service to this Nation may take them. • And the thing they stand ready to fight for—to sacrifice for—to die for—is not the alien way of life of Socialism, but the prideful security of a free and self-reliant people!

THE VOLUNTARY WAY IS THE AMERICAN WAY!

Throughout the Nation, free men and women, working and planning together, are finding the American answer to every question of medical service, care and cost. Hundreds of Voluntary Health Insurance Plans are in healthy competition—sponsored by doctors, insurance companies, hospitals, fraternal organizations—by industry, agriculture and labor. • Today

in America—70 million people are protected by Voluntary Health Insurance! • Throughout the Nation, families are insuring themselves against the major costs of illness—at reasonable, budget-basis prices. Voluntary Health Insurance takes the economic shock out of illness. Protect your family now. • For information, ask your doctor—or your insurance man.

*An American's greatest heritage is the right to learn the facts—and to speak his mind.
Maintained with honor and used with sincerity—that right will guarantee forever that*

You and Your Neighbor Run America!

AMERICAN MEDICAL ASSOCIATION • NATIONAL EDUCATION CAMPAIGN • ONE NORTH LA SALLE STREET, CHICAGO, ILLINOIS

SOMETHING EXTRA

ABOUT THE MAN WITH **P.A.***



P.A.* MEANS **PIPE** APPEAL AND **PRINCE ALBERT**

• You can tell by her glance he has something special—he's got Pipe Appeal. And he has something extra special in a pipeful of fragrant Prince Albert. P.A.'s choice, rich-tasting tobacco is specially treated to insure against tongue bite.

Get P.A.! Crimp cut Prince Albert is America's largest-selling smoking tobacco.

R.J. REYNOLDS TOB. CO.,
WINSTON-SALEM, N.C.



The National Joy Smoke

Williams Party CONTINUED



FINAL TOAST to "The Tube," reunions, houseparties and all education in general is offered by lone alumnus before heading back to children and career.

GOOD..
any old time



the cracker
with
that swell
cheese
flavor



America's
largest selling cheese cracker
Sunshine Biscuits

At the Very First Sign of
COLD SORES, Fever Blisters

APPLY

BLISTEX
RELIEF INSTANTLY

Only 35¢ AT ALL DRUG STORES

GRAVY
Try Me!



THE
EASIEST
WAY

TO MAKE DELICIOUS GRAVY

MASTER



A BEAUTIFUL GIFT...
A WONDERFUL PRIZE...
A MARVELOUS BUY!

Two decks of plastic coated Gainsborough cards—the most beautiful playing cards in the world—packed in a box patterned after an \$1850 solid gold cigarette box. Made of anodized aluminum in silver or gold finish. Here is a playing card gift package that is worthy of any occasion.

About \$3.50 at department and gift stores

E. E. FAIRCHILD CORPORATION
ROCHESTER 2, NEW YORK

"For an Enchanted Evening enjoy Schenley,"
says singing star Ezio Pinza



THEATRICAL HISTORY was made the night Ezio Pinza opened in *South Pacific*. As always, great skill and experience won public acclaim. And it is blending skill and distilling experience that have made smooth, sociable Schenley so popular.

NOW STARRING IN HOLLYWOOD, Ezio Pinza stops on his way home to buy a bottle of Schenley. "I've found that it's just as true in Hollywood as it is in New York—famous stars choose Schenley because they *know* it's finer," says Mr. Pinza.

"**FOR AN ENCHANTED EVENING**, there is nothing I enjoy more than good friends . . . good music . . . good Schenley," says Ezio Pinza. "Smooth, sociable Schenley is first choice with my guests, too. It is mellow as a fine old song."



Smooth and delicious!
Try Ezio Pinza's
favorite Whiskey Collins

Pour juice of ½ large lemon, 1 teaspoonful of powdered sugar and 1 generous jigger of Schenley in shaker. Add ice and shake. Pour into tall glass, add soda. Now, sit back and enjoy it.



You, too, will enjoy smooth, sociable
SCHENLEY

*A Mark of Merit Whiskey
from Schenley
The House of Rare Whiskies*

A vintage Coca-Cola advertisement. The central focus is a giant red soda can floating in the sky. The can has the words "DRINK Coca-Cola" in white script and "ICE COLD" in white block letters. A silver pull tab on the can is labeled "Have a Coke". To the right of the can is a large glass of dark Coca-Cola with ice cubes and a straw. Above the glass, a small, smiling boy's face with a white Coca-Cola paper hat peeks out. The background is a stylized cityscape with various buildings, including a prominent domed building on the left. The sky is blue with white clouds.

Host to Thirsty Main Street
Inviting you to the pause that refreshes with ice-cold Coca-Cola
5¢